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ABSTRACT

Presented in this college bulletin are (1) an introduction including information on admissions, registration, accreditation, philosophy, and affirmative action; (2) a survey of the academic programs; (3) a section on the learning process as it is approached at Evergreen; (4) a listing and description of current programs offered; (5) descriptions of prospective programs; (6) the means of student evaluation used, types of credentials to be earned, and career planning; (7) the means of governance at the college; (8) a section on special services, policies, and procedures; and (9) a listing of the members of the board of trustees, the administrators, and the academic and professional staff. Of particular interest is a program at the college known as contracted studies. Under this program a student or group of students may contract to complete a certain project under the supervision of a faculty member with some expertise in the area of the project. (HS)

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The Evergreen State College Bulletin

1973-74

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The Evergreen State College Bulletin

1973-74

Olympia, Washington 98505
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Every
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&
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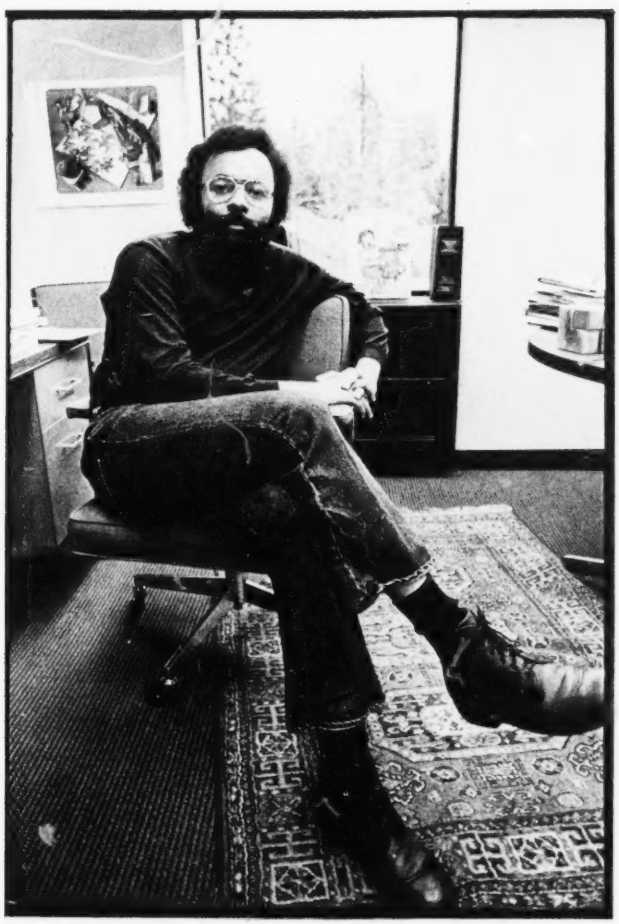
About this book

ABOUT THIS BOOK

This 1973-74 bulletin of The Evergreen State College aims at acquainting you with the programs, philosophies, and policies of an institution that is still developing. It outlines the methods by which learning occurs here, the ways by which this academic community conducts its business, and the means through which individuals from very different backgrounds and with a variety of perspectives may relate to and interact with each other.

You will not find a precise shopping list of academic opportunities here. Rather, this book summarizes the options available, with descriptions of some past and present activities that exemplify the range of learning experiences our unique program offers. In order to keep abreast of the changing world and to capitalize quickly on our own experience, we do not simply carry forward to the next year's catalog the listings in the previous year's. All our academic programs include their own self-destruct mechanisms. Although we certainly retain our concern for the immense and significant problems implied by programs now being studied, we have committed ourselves to critically modifying each year the ways in which we attack these issues. Thus, as the current academic year unfolds, we're busy planning for the new programs we will offer in 1973-74. These will be described in a supplement, scheduled for publication in early 1973, and timed to give prospective students the latest possible program information. The supplement, or another small publication, also will list up-to-date detailed costs for tuition and fees, housing, and food services.

Consider this bulletin, then, the official statement about what Evergreen is and is not, why it approaches learning in the way it does, and—generally speaking—how it works. Read the material thoroughly and carefully so that you may judge whether you and Evergreen can match interests, talents, and resources.



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Introduction

GENERAL ADMISSIONS REQUIREMENTS

In general, The Evergreen State College is concerned with helping prospective students to determine whether they can profit from its distinctive program. The College can best serve those who have the initiative and the clarity of personal goals to which the institution can most helpfully respond. Drive and determination, a capacity for hard work, and a sense of purpose are more important than one's previous record of attainment.

High School Graduates

Normally, any high school graduate may be considered for admission if he ranks in the upper half of his graduating class. There are no requirements for any specific number of high school units. Evergreen places major emphasis on its Supplemental Admissions Form, available on request from the Office of Admissions. Although transcripts and college entrance test scores must be submitted, there are no special requirements (beyond upper-half class standing) with respect to grade point average or standardized test results. The reason for requiring transcripts and test scores is to insure the completeness of the record; they help the College to determine whether it is aiding its students to develop in productive ways. Ordinarily, the test scores submitted should be on the Washington Pre-College Test or on the Scholastic Aptitude Test of the College Entrance Examination Board.

Applications also will be welcomed from persons who have completed the equivalent of the twelfth grade but

have not actually graduated from a high school. These prospective students should submit an official copy of their equivalency certificate.

Transfer Students

If the applicant from another college or university has successfully completed fifteen or more quarter-hours of credit (or the equivalent), he need not meet the requirements for admission from high school. If he has not successfully completed fifteen quarter-hours of college-level work, he may be asked to apply under the same conditions as a person applying directly from high school. Credit for work satisfactorily completed at other institutions can be applied toward a baccalaureate degree at Evergreen, subject to Evergreen's requirement of thirty-six units for graduation. Credit earned at other institutions of higher education will be applied towards a B.A. degree at Evergreen in multiples of five, rounded to the nearest multiple. In other words, twenty-three quarter-hours earned elsewhere will provide five of the thirty-six learning units necessary for the baccalaureate degree at The Evergreen State College, whereas twenty-two quarter-hours will yield four of the necessary units.

Transcripts of all college-level work must be submitted in support of the application, but primary emphasis will be placed on the prospective student's evidence of interest, initiative and creativity as indicated in his responses to the Supplemental Admissions Form.

Advanced Placement

An applicant with a score of three (3), four (4), or five (5) on the Advanced Placement Examination of the College Entrance Examination Board will be granted full credit for successful advanced placement work. Specific advanced placement in the various academic disciplines will be determined, when such determination is relevant, by appropriate members of the Evergreen faculty. Credit will also be granted on the basis of the College Level Examination Program of the College Entrance Examination Board.

Students From Other Countries

The admissions procedures for Canadian students are the same as those for students from the United States. All others should request special instructions from the Office of Admissions.

ADMISSIONS PROCEDURES

The closing date for applications is May 1, 1973, for students seeking admission the following September. Fall enrollment will be limited to the number that can be effectively served within the available resources and facilities. Applicants for subsequent terms during the academic year will be considered as space becomes available.

1. A $15 application fee is required (nonrefundable and nonrecurring) in the form of a check or money order. Payment must accompany the

Uniform Application for Admission to Colleges and Universities in the State of Washington.

2. A student applying directly from high school should request that an official transcript of his record, indicating his rank in his graduating class, be sent to the Admissions Office by the appropriate school official. Provisional acceptance can be granted on the basis of three years of high school work. Applicants accepted on this basis must submit a transcript showing the complete high school record and date of graduation before their acceptance is final.
3. A transfer student is requested to present one (1) official transcript from each college or university attended. Students must be in good academic standing at the last institution attended. *No action will be taken on a transfer application until all transcripts or previously completed work have been received. Students*

entering fall quarter who are currently enrolled in another institution must have an official copy of that record sent to the Admissions Office not later than June 20.

4. The Supplemental Admissions Form is an essential part of the admissions procedure. It must be completed by all prospective students in support of the application. The Supplemental Admissions Form will be sent upon receipt of the Uniform Application for Admission to Colleges and Universities in the State of Washington.
5. An Admissions decision will not be made on incomplete applications. An application is considered complete when the following items have been submitted to the Admissions Office:
   a) Uniform Application for Admission to Colleges and Universities in the State of Washington, together with the $15 application fee;
   b) Supplemental Admissions Form;
   c) Official transcript(s);
   d) For those students entering from high school, test scores.
6. Upon receipt of a notice of eligibility, the applicant must send an advance deposit in the amount of $50 within 30 days, or within the time limit specified in the notification of eligibility.
7. The Health Evaluation Form, enclosed with the acceptance letter must be completed by a physician and returned to the campus Health Center, The Evergreen State College, Olympia WA 98505, at least 30 days prior to the date of registration.

Notification of admissions decisions will be made as soon as possible after a review of the completed application has been made. A student must re-apply if he fails to register for a particular term. Closing dates for applications will be May 1 for fall term, December 1 for winter term, and March 1 for spring term.

In the event that enrollment quotas are met prior to registration, a waiting list will be established. Students placed in this category must meet the same admissions requirements. Acceptance from the waiting list will depend upon the number of declinations received from students previously accepted.

Credentials, except original documents, submitted in support of an application become the property of the College. The admissions credentials of students who do not register for the term in which they applied will be held two years before being discarded.

Campus Visits

Personal interviews are not required. All prospective students and other interested persons are welcome to visit the campus and to discuss Evergreen's program with members of its staff.

REGISTRATION

Newly admitted and continuing students will receive registration materials, instructions, and related information by mail prior to the beginning of the Autumn term in 1973. Students also complete the registration and fee-paying requirements by mail, making the routine quick and convenient. There are no long lines, no wasted hours. This kind of process requires a great deal of coordination and it also demands a high level of cooperation from everyone concerned. Consequently, we strongly urge that students keep *current* addresses—even those of short duration—on file with the Registrar's office from the time of acceptance through their tenure at the College.

Subsequent necessary changes in the Autumn registration are made in the offices of the Academic Deans.

For 1973-74, details of the registration process will be sent to all admitted students in mid-August.

ACCREDITATION

After the usual study of and visit to Evergreen, to examine its people, its programs and its facilities, the Northwest Association of Secondary and Higher School Commission on Higher Schools has approved (December 10, 1971) The Evergreen State College as a Candidate for Accreditation.

In the words of James F. Bemis, Executive Director of the Northwest Association who served as a member of the visiting accreditation team: "Candidates usually qualify for federally sponsored programs. Also, the Veterans' Administration treats candidates the same as fully accredited institutions. For students transferring to other institutions, we recommend that their transcripts be evaluated as if from a fully accredited institution."

In concluding its report, the accreditation team said, "The Evergreen State College is an impressive new institution. Intensive planning has occurred since the college was authorized. An administrative and instructional staff has been carefully chosen to achieve its stated goals. A strong commitment exists to demonstrate that flexible, freewheeling, administrative arrangements and academic programs will work effectively for the kinds of students attracted to Evergreen."

The College's programs will undergo an additional institutional self-study and review by the Commission on Higher Schools within three years.

OUR PHILOSOPHY

Society needs trained minds to maintain and improve commerce, industry, the professions, government, science, technology, social services, and the arts. It needs new information, fresh ideas, and constructive, reliable responses to new problems from citizens capable of dealing creatively and positively with the complexities brought by rapid and massive change.

Citizens of this society have their own needs: Flexibility and confidence, as well as a highly cultivated ability to learn new ideas and skills and to master quickly new bodies of information.

These demands shape the nature of undergraduate study at Evergreen, which is designed to assist students

President Charles J. McCann

to continue learning, to continue schooling their intelligences, to continue thinking things out, applying that new learning to the problems of contemporary life.

Although Evergreen's academic programs are designed to enable students to sharpen basic intellectual skills, learn techniques for solving problems, and develop an awareness of the implications of central human issues, the College places strong emphasis on the interrelationship of fields of knowledge rather than treating academic disciplines as entirely separate. Evergreen stresses cooperation and interchange among members of a learning community, allowing faculty and students to work together in a mutual quest for information and for solutions to real problems.

Evergreen encourages students to assume increasingly greater responsibility for their own work as they progress toward the Bachelor of Arts degree, with their studies matching their interests and career goals. Academic study achieves its best, Evergreen believes, when students can sample a reasonably wide range of actual jobs, working under conditions of genuine responsibility to themselves or as members of teams, subjecting this relevant experience to reflection about themselves and their futures.

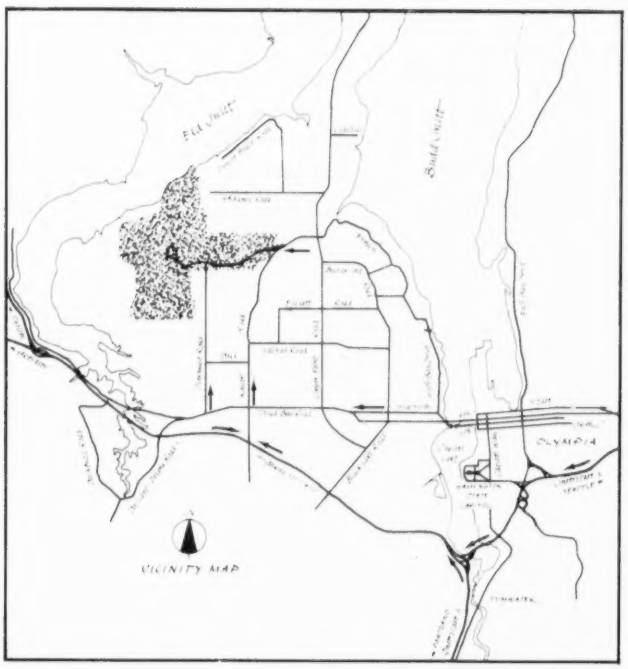
Evergreen, in short, intends to develop a learning community that reflects the nature of the real world, where none of the problems man faces is simple and where none of the parts becomes, in its own conception, more important than the whole.

AFFIRMATIVE ACTION

The College's Board of Trustees has adopted a strong Affirmative Action Program. Section 1.200 of the College's *Business Policies and Procedures* manual specifies Evergreen's commitment to and methods for implementing that program. The intent is to open membership and participation in this academic community, both for students and for employees, to all persons without regard for race, color, religion, sex, or national origin.

Following a Spring, 1972, Workshop on White Racism, a number of proposals to strengthen specific elements in the Affirmative Action Program were generated. In accordance with institutional policies and state law, the Evergreen community is presently considering these recommendations and will publish them when suitable action has been taken by the College.

VICINITY



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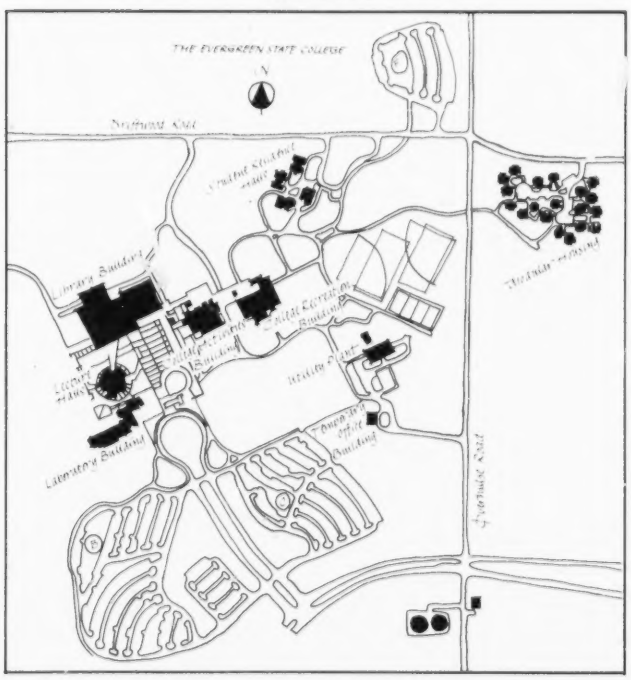
THE EVERGREEN STATE COLLEGE
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Northwest Hall
Library Building
Laboratory Building
Evergreen Parkway

Survey of Academic Programs

ACADEMIC CALENDAR 1973-74

Fall Quarter, 1973

Last Day for Payment of Fall Quarter Tuition and Fees	Aug. 31
Student Check-In	Sept. 24
Orientation and Registration in Programs	Sept. 24-28
Formal Registration Closes	Oct. 1
Work Begins	Oct. 1
Veterans Day Holiday	Oct. 22
Thanksgiving Recess	Nov. 22-23
Advanced Registration for Winter Quarter for Continuing Students	Dec. 10-14
Presentation of Projects	Dec. 10-14
Fall Quarter Closes	Dec. 14

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Winter Quarter, 1974

Last Day for Payment of Winter Quarter Tuition and Fees	Dec. 14, 1973
Check-In for New Students, Registrar's Office	Jan. 2
Orientation and Registration in Programs, New Students	Jan. 2-4
Programs Continue; New Programs Begin	Jan. 2
Formal Registration Closes	Jan. 4
Washington's Birthday Holiday	Feb. 18
Advanced Registration for Spring Quarter for Continuing Students	Mar. 18-22
Presentation of Projects	Mar. 18-22
Winter Quarter Closes	Mar. 22

• • •

Spring Quarter, 1974

Last Day for Payment of Spring Quarter Tuition and Fees	Mar. 22
Check-In for New Students, Registrar's Office	Apr. 1
Orientation and Registration in Programs, New Students	Apr. 1-3
Programs Continue; New Programs Begin	Apr. 1
Formal Registration Closes	Apr. 3
Memorial Day Holiday	May 27
Advanced Registration for Fall Quarter for Continuing Students	May 28-31
Final Festival for Presentation of Projects	June 3-7
Spring Quarter Closes	June 7

STUDY AT EVERGREEN: A SUMMARY

Credit required for graduation—36 Evergreen units
One unit of Evergreen credit = 5 quarter hours
Ways of earning credit: (1) Coordinated Studies, or (2) Contracted Studies.
Methods of learning include:

- participation in seminars, lectures, tutorial conferences, and workshops;
- performance of assignments in reading, writing, and other forms of communication;
- individual research and creative projects in the natural sciences, social sciences, humanities, arts, and many interdisciplinary combinations;
- cooperative education by working in offices, agencies, businesses;
- field trips, community service projects, and overseas study;
- completion of self-paced learning units and College Level Examination Program tests;
- involvement in public presentations and performances.

Evaluation

- Credit will be awarded upon fulfillment of each program of Coordinated Study or Contracted Study (otherwise, no entry will appear on the student's permanent record).
- Performance in each Coordinated or Contracted Study will be represented in a student's cumulative portfolio by descriptions of projects, close evaluations by faculty and other staff sponsors, the student's self-evaluation, and samples of the work done. Some of these same materials will become a part of the student's official transcript.

BRIEF OVERVIEWS

Programs

The Evergreen State College offers two kinds of programs as ways of earning academic credit: Coordinated Studies and Contracted Studies. Each student will work solely in one or the other during each quarter of his career at Evergreen.

Distribution of Academic Work

Evergreen does not present fragmentary "courses of study" to be taken simultaneously, nor does it prescribe distribution or major requirements by college-wide legislation. Instead, it offers each student the opportunity to put together step-by-step a sequence of concentrated activities—each with its own set of requirements—leading to the Bachelor of Arts degree.

Because of his unified responsibility to one Coordinated Studies program or learning contract at a time, the student receives close and careful advising, intensive support from those working with him, and close and careful evaluation at each step in his individual progress. The College tells him not what he has to take, but what it has to offer.

The faculty of Evergreen believes that all students should plan to do a great deal of work and learning in both Coordinated Studies and Contracted Studies.

Academic Credit

The Evergreen student will accumulate academic credit for work well done, time well spent in learning, and levels of performance reached and surpassed. Only if a student performs his obligations to his Coordinated Studies program or lives up to the conditions of a Contracted Study will full credit be entered on his permanent record. Otherwise there will be either no entry or the recording of fewer units of credit to represent his actual accomplishment.

Thirty-six units of credit are required for graduation from Evergreen as a Bachelor of Arts. Programs of study will carry whole or multiple units of credit, not fractions of units. For the purposes of transferring credit and of comparison with the programs of other institutions, one Evergreen unit should be considered as equivalent to five quarter hours or three semester hours.

Any student transferring from another college must earn at least nine Evergreen units before he can receive the Evergreen degree.

On the assumption that a typical full-time student who does all his undergraduate work at Evergreen will normally be enrolled for three quarters in each of four years, the 36 units of credit required for graduation can be logically divided into three units per quarter. A single unit of credit will then be roughly equivalent to what a student can learn or perform in one month of full-time concentration—only roughly, however, for

credit will be linked to the completion of contracts or of assignments in Coordinated Studies, not merely to time spent in a program.

Evergreen will move as soon as possible to full year-round or four-quarter operation.

Full-Time and Part-Time Status

Normal progress toward the degree can be equated with the earning of *three* Evergreen units of credit per quarter (the Veterans' Administration, the Selective Service System, and other agencies will probably consider this to be the acceptable rate for full-time study). For the purposes of reporting on enrollments and the collection of fees, Evergreen counts those enrolled for either *two* or *three* units of credit per quarter as *full-time students*. Those who can enroll for only *one* unit of credit per quarter are considered to be *part-time* students.

Those who cannot or do not wish to enroll at Evergreen as full-time students will still be able to take advantage of some Contracted Studies, either in small groups or as individuals. It is quite appropriate, for example, for a student on part-time status to negotiate a contract carrying one unit of credit and to complete that contract over a period of approximately three months. As in contractual arrangements for full-time students, the availability of sponsors and facilities will be limited during the early years of the College. As with full-time students, no one on part-time status may be directly engaged in more than one contract at a given moment.

If you are planning to be a part-time student at Evergreen, you should locate prospective faculty or staff sponsors prior to registration periods and make arrangements with those who might direct you. You should also remember that whether an Evergreen student has registered in the College for full-time or part-time status, *he can be enrolled in only one credit-earning program of study at a time*.

Credit by Examination

Evergreen will help students to accelerate their progress toward a degree by recognizing credit-worthy but hitherto unaccredited achievements in learning.

Students should pay particular attention to the College Level Examination Program of the College Entrance Examination Board and should consult the Office of the Registrar for information. So long as he does not duplicate Advanced Placement or transfer credit for introductory work in the designated areas, a student may offer acceptable scores (now being determined on a state-wide level) for the CLEP General Examination in English Composition, Mathematics, Natural Sciences, Social-Sciences-History, and Humanities to the Office of the Registrar. For each of these tests successfully taken, Evergreen will award two units of credit.

The College Level Examination Program also offers a variety of Subject Examinations to test competence at more advanced levels. Evergreen regards these Subject Examinations as resources to be used at the discretion of students and their sponsors in Contracted Studies. The amount of credit to be awarded, the score considered acceptable, and any other projects leading up to the test or rounding out the experience will be a matter of negotiation within each contract. Similarly, students and their sponsors can use Contracted Studies for other ways of demonstrating competence, whether by other standard tests or by evaluative methods which they devise themselves.

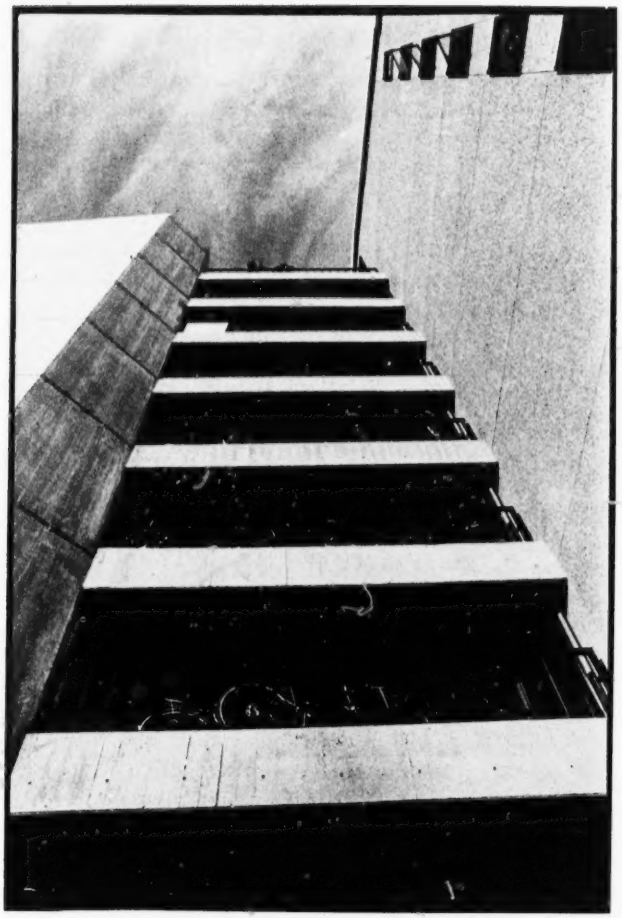
Academic Standing

A student's academic standing will depend upon his success at earning credit for the program or contract in which he is involved. *Normal progress toward graduation* will mean enrolling for and completing Coordinated or Contracted Studies at an average rate of three units of credit per quarter. Those enrolled for fewer units of credit are expected to do what they have signed up to do if they wish to remain in good standing.

If a student's performance is deficient, he may be asked to reduce his workload, withdraw temporarily, or sever his connection with the College. Typically, such deficiencies will be examined and such recommendations made if a student spends two quarters in an academic program or programs without demonstrating substantial progress on his work. Then he will be advised by his seminar leader and academic dean how he must improve his performance. **If by the end of the third quarter the necessary improvements have not been made, the faculty members and dean closest to him will require him to reduce the workload for which he has enrolled or to withdraw from the College.**

A special case may occur from time to time when a student simply cannot match interests with what Evergreen can offer in teaching, facilities, or other resources. When it becomes apparent during an advising

period prior to formal registration for a new quarter that a student cannot continue on a current Coordinated Studies program or contract, find a place in another program, or negotiate a new contract with any faculty or staff sponsor, then he will not be enrolled for the new quarter.



The Learning Process

COORDINATED STUDIES

What are Coordinated Studies programs? How do they differ from courses? What will it be like to be a member of a group engaged in an integrated program of study rather than to be taking a number of separate classes in separate subjects?

Coordinated Studies programs are small. They usually involve some 100 students and five faculty members. The relative compactness of the programs makes a number of benefits possible—close relationships among students and faculty; opportunities for genuine collaboration in learning; and a sense of responsibility for one's work.

The faculty come from many different backgrounds and bring their special experience to bear in a common effort to cut across the usual boundaries between academic disciplines. Students join them to define problems, to develop skills, to search for answers. The programs now being offered, like those which will be offered in the future, explore some of man's most urgent problems and his most highly prized values.

Instead of studying sociology, economics, or psychology as separate fields, you will work on central problems or themes. Instead of listening passively to lectures, you will be responsible for engaging actively in regular discussion. Instead of accumulating bits of data in an attempt to "cover a field," with emphasis on passing impersonal examinations, you will be responsible for putting your ideas to use.

You will write, rewrite, polish, and present what you have learned to both the student members and faculty members of your group. You will accumulate a portfolio of evaluations and examples of what you have really accomplished. You will have an opportunity to work while on field trips, expeditions, research projects, internships, and in overseas programs.

Finally, instead of taking four, five, or six unrelated courses—with few links between them and no single faculty member truly responsible for helping you make sense of all that you are learning—*you will study in one coherent program at a time*. The work you do should hang together. You should have time to concentrate on your work without the distractions of competing and unrelated assignments. And you should be constantly relating various kinds of specialized research techniques to the central concerns of the program.

If You Really Want To Learn. . .

Look at these points a bit more carefully. Only if you wish to study this way for significant portions of your time will it make sense for you to come to Evergreen.

A Coordinated Studies program has a comprehensive design and **a required set of activities.** Students and faculty together work through readings, discussions, lectures, field assignments, and critique sessions. The program has a logical structure. And it is demanding.

Coordinated Studies programs emphasize commitment and common effort by both faculty and students.

As you will see from their titles, the 1972-73 Coordinated Studies programs pursued interdisciplinary concerns. Some advanced programs provided opportunities for a great deal of specialized learning. But all programs pay less than usual attention to traditional labels and are more than usually responsive to the internal requirements of the problems at hand.

The Common Reading List

Each Coordinated Studies program has—in addition to a common schedule of large- and small-group meetings—a common required reading list. "Textbooks" will be rare because you will be reading the books themselves rather than books about books. And the faculty members read all of them with you, no matter what professional fields they may represent. In addition, individual students are encouraged to explore other books, according to their interests and individual projects, and to report what they have found to their seminars. Some of the books required by your program will be very difficult; some will be a pleasure. **You will be expected to read all of them carefully, to reread them, to try to understand them, and then to discuss them in the seminar groups of your program.**

The Seminar

The heart of each Coordinated Studies program is a small-group discussion, the seminar. A seminar is not a rap session, and it is never easy. When it works well, it is unforgettable. A seminar is a small, dedicated

group of very different human beings helping each other learn, helping each other understand a book, or helping each other grapple with the meaning and implications of a difficult idea. The seminar meeting is not a show-and-tell session, and it will not work if the students and faculty members play academic games rather than share their genuine concerns. It will succeed only if all its members search together, work together, and learn by teaching each other.

You should think about the seminar very carefully. Imagine yourself meeting often with a small group that expects every member to be an active participant. There is no place to hide. You must have read the book or completed your assigned project. You will have to expose your ideas, ask for help, give help, think aloud. You will be questioned, asked to explain and to analyze. The usual tactics for beating the

system will not work, because the contest will be between you and the book, you and the project, you and the idea—not between you and another person.

There will be pressure. It will come from the other members of your seminar who need your help and from the urgency of the problems at hand. If you aren't willing to take responsibility for this kind of hard academic work, then you should seriously question whether Evergreen is the college for you. But if you really want to do tough intellectual work, then we are here to help.

Lots of Writing

Coordinated Studies programs provide a somewhat unusual but valuable approach to the teaching and learning of how to write well. Both students and faculty do a lot of writing: short essays to start discussions, critiques, notebooks and journals, reports, and position papers—perhaps fiction, poems, and plays when a different sort of discourse is needed. Each student is expected to revise and to polish his work for presentation to his seminar. The best work done in seminars will be presented to the whole Coordinated Studies group.

Besides writing, you will be encouraged to become "literate" in other media—photography, cinema, video tape, audio tape, graphic design, computer processes, music, and the gestures of drama and dance. You will be expected not merely to acquire information but also to learn how to communicate your thoughts. It will take much practice and a willingness to seek and to use criticism.

Continual Evaluation

You will not compete for letter grades or a grade-point average at Evergreen, but you will have to work hard and well to receive units of credit and to stay in your program. Because each program is small and intimate, continual and careful evaluation of each student's learning becomes possible. The faculty members of the team can watch the progress of each student and judge his work closely. Students can evaluate each other's contributions and general progress. Papers are rewritten, projects repeated and improved, failures rejected, and success recognized. But you will not be working against the others in your group, nor will the faculty members be your adversaries. It will be important for all of us to do the best job we can and to help each other.

At Evergreen only rigorous criticism will do—from others and from yourself. Sometimes this searching scrutiny by your teachers and your fellow students will be hard to take. But if you are willing to have your academic performance represented not by a transcript alone but by a portfolio filled with detailed evaluations *and* samples of your own work, then Evergreen may be right for you.

A Typical Work Week

As you will gather from the descriptions of the Coordinated Studies offerings for 1972-73, there is much variation in scheduling from program to program. In a week's work, however, you may expect to spend between 16 and 32 hours in contact with members of the

faculty, and you will need to be present on campus (or for off-campus assignments) every day. Your plans must, of course, take into account these facts of educational life. A typical Coordinated Studies program might distribute its time something like this:

At least one assembly is held for all members of the program, usually early in the week. This lasts for several hours and may include a lecture followed by discussion, a symposium, a film, a slide show, a live or recorded performance of music, a play-reading or poetry-reading, or a general discussion of how the work of the program is proceeding. There will be several meetings of your seminar, a group of ten or twelve, perhaps on Tuesday, Wednesday, or Thursday. Some programs may require that you belong to two small groups—one interdisciplinary seminar directed to the common reading list and another project group or skills workshop in which you can pursue special interests.

There will be an individual conference or very small group conference with the seminar leader about your written work or projects. Some programs will also recommend conferences between students for mutual critiques.

Films, concerts, other performances and exhibits offered to the whole College will provide occasions for further small-group discussions within your program. These will usually be scheduled during the late afternoon or evening. There will be time allotted to field-work, special research, and project development in open periods during the

week or concentrated on one day, perhaps Friday, so that you can carry the work on into the weekend if necessary.

As you consider the demands of such a schedule, you should bear in mind that participation in a Coordinated Studies program is a full-time workload. The demands upon you will be coherent and related, but there will be demands. This means a direct and heavy personal responsibility on your part, for if you do not prepare your work and meet your deadlines, neither your seminar nor the total program can be a complete success.

Entry and Exit

A Coordinated Studies program is designed as a coherent whole. It may be designed to run for one, less than one, or even for two years. Its members should always strive to explore, to develop, and to examine its central theme in a systematic way from the start of the program to presentations marking its conclusion.

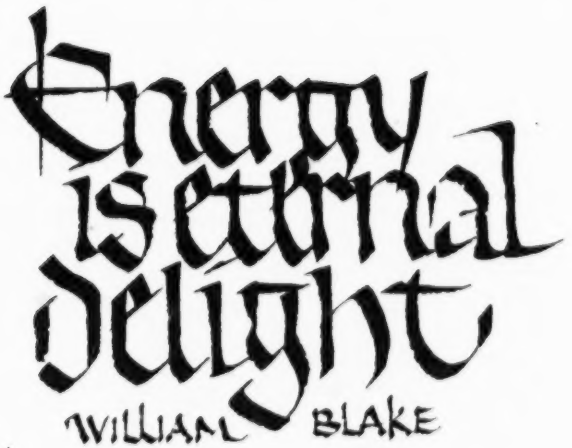
You should plan on starting with a program, staying with it, and completing it. In any tightly knit work group, there will be stresses and strains. Learning groups are not exceptions. But the rewards of total participation will more than compensate for the temporary wrangles.

Students should enter programs by carefully making their choices before the registration period. Students will indicate their first, second, and third choices, and how they weigh their preferences. Every effort will be made to match the interests of students to the programs available.

Some programs which run for three quarters or more will allow a limited number of students to enter by special permission in the second quarter and perhaps even the third quarter. Conversely, a student who discovers that he just does not want to do or cannot do the work of a program will be helped to find a more satisfactory alternative, either in another Coordinated Studies program or in Contracted Study. **If a student fails to meet his responsibilities to the program, he will be required to leave.** If a student has irreconcilable problems in his particular seminar but wishes to continue as a member of the program, he can request to join another seminar. If a student has grave problems with comprehending what he reads and carrying out assignments, he will receive as much help as he can use from the faculty members and student members of his group.

Teamwork

You should be aware that the faculty members directing a Coordinated Studies program not only will be concentrating on all the required books along with you but also will be carrying on their own Monday morning faculty seminars, in which they will be trading ideas and assisting each other to be more useful to you. They will be learned persons, bringing a good deal of experience to the common effort. But, more important, they, like you, will be *learning*. Combining the functions of teachers, counselors, and co-workers, they, like you, will be totally absorbed in the task at hand.


Energy
is eternal
delight
WILLIAM BLAKE

CONTRACTED STUDIES

For part of your career at Evergreen, you may work in Contracted Studies. As an individual or as a member of a small group sharing interests, you can sign up with a faculty member or other staff member to earn credit by doing a project—carrying out an investigation, mastering a skill or set of skills, attacking a set of problems, creating a piece of work, or dealing with a specific body of subject matter.

An Overview

We call this arrangement a "contract" for learning. It is an agreement to carry out a project, and it implies direct, mutual responsibility between you and the experienced person whom you have asked to help you. It is a flexible yet demanding method for satisfying your interests and needs within the available resources of Evergreen—the experienced people, the facilities, the materials, and the opportunities which the College can arrange for you. As a pattern complementing the Coordinated Studies programs, Contracted Studies will help you to work more and more on your own.

But you should recognize that your close relationship with an Evergreen sponsor is something quite different from "doing your own thing." If it is completely "your own thing" and does not call for experienced, challenging, guidance, then you can do it much better, much more efficiently, and much more honestly without joining a college which is responsible for offering such guidance.

Contracted Studies will allow you to develop further your knowledge in a specific area of interest or a cluster of interests. It will help you to pursue further a particular problem first raised in a Coordinated Studies program. It will allow you to explore new interests and experiment with them intensively while you are making up your mind about a career. When you have decided upon the career you want to follow, Contracted Study will provide opportunities, up to the limit of our resources, for you to undertake specialized and lengthy projects. It will enable you to combine on-campus activity with practical experience in your chosen field off campus.

Variety of Contracts

There will be individual contracts and small-group contracts—and combinations of the two. For example, you and ten or so other students may agree to work with a faculty sponsor as a seminar group for one month solid and then branch out into individual ventures in order to come back together at the close of a second month to share what you have learned. There will be some contracts which are run totally on the campus and others which lead you out into the community, into government agencies, into businesses, and into field work at locations quite distant from Evergreen. Some contracts will be devoted to only one kind of subject matter; others will combine several emphases.

There will be contracts lasting a month or so and, when you have decided on specialized work and can demonstrate to a prospective sponsor that you are

capable of doing your own work over a longer span, contracts lasting as long as a year. There may even be contracts lasting a few days, if you have engaged in substantial learning on your own time and wish to sign up with a sponsor to be tested for your achievements and to have them recognized by the awarding of credit. There will be contracts for which you take most of the initiative, when you bring a carefully prepared plan of study to a prospective sponsor and ask him for his help. And there will be contracts in which sponsors have made known what they wish to work on and you volunteer to join them.

Sponsors

To suggest the relationship which Contracted Studies will require, we have chosen the term "sponsor" for the teacher who will be working with you. During the period in which the contract operates, this person will be your teacher, your advisor, perhaps your co-worker, or group leader, or tutor. Although most sponsors will be members of the teaching faculty, Evergreen has recruited many other talented staff members who are willing to work with students on contracts. If the contract struck between you and your sponsor requires other specialized assistance which your sponsor cannot provide, you may work with a "subcontractor" on or off campus who will not be fully responsible for your studies but who will help you through part of the contract and report to your sponsor.

Please remember that you will be responsible for carrying out what you have agreed to do. Your sponsor will draw up the contract with you, work with you along the way, and evaluate your achievements at the conclusion.

Preparing for the Contract

As you move from a Coordinated Studies program or a terminating Contracted Study to a new contract, you should obviously make full use of the advice of your current seminar leader or sponsor. You should take a hard look at where you have been and where you want to go. Because any contract will be worth not less than one Evergreen unit (i.e., 1/36 of the total credit required for graduation), you should prepare for a new contract as carefully as you can by preliminary discussions with your prospective sponsor.

You should be prepared to ask some hard questions. As in all other sorts of contractual arrangements, you should plan for the strongest possible results for your investment of time and energy. However long the contract may run, whatever credit is to be awarded, and whether it is simple or complex, you will be devoting your full concentration to it and should make the most of it. It will be your total academic assignment until you have completed it.

What can you do under contract? The range of possibilities is very large, *so long as the necessary resources are available*. Reading projects in history, philosophy, literature, government, sociology, economics, scientific

theory, and so forth; research projects entailing the collection, processing, and interpreting of data from documentary or laboratory or field investigations; mathematics; computer languages; creative work in visual art, film, photography, music, playwriting, poetry writing, short-story writing; biological or archeological expeditions; apprenticeship in a newspaper office or governmental agency; internship as a teacher's aide or helper in a welfare agency; career-learning in a business office or industry—all of these are possibilities.

Signing Up

Once you have decided upon what you wish to do and have found a prospective sponsor who can help you, you and he will decide: whether the resources available at Evergreen or off campus can support the contract you have in mind; whether you are personally

and academically ready to undertake the particular project; and whether both of you (and the other members, if it is to be a group project) can agree on the terms of the contract.

In preparing a contract, you and your sponsor work out:

- A short title for the project.
- A statement of what you wish to learn through it and why.
- A description of any previous experience you have had which relates to this project.
- A summary of the activities which will take place—the materials and techniques you will study; the methods you will use; the facilities or locations you will be working in; the people who may be working with you. (If a student wishes to undertake an ambitious project but needs to know more before he can begin, he may engage in a one-unit "pilot" contract leading to the preparation of a more substantial contract.)
- The support to be provided by the sponsor (and any other "subcontractors" on or off campus whose assistance is essential to the project).
- A description of the results which you wish to achieve.
- A description of how you and your sponsor will evaluate the work.
- A rough estimate of the duration of the contract, under the assumptions that one Evergreen unit should represent about one month of full-time effort but that contractual credit is awarded for the successful performance of the project, not for the amount of time spent on it.

When a project involves travel expenses, living expenses off campus, and any other special costs to the student himself, the student should demonstrate that he can defray such costs and do what he has contracted to do.

In filing a contract, one point remains firm: The two important signatures on a contract are yours and your sponsor's. Neither you nor he should give a signature easily. If you cannot, or are not willing to try to live up to the contract, then do not sign it. If the faculty member advising you has doubts about your ability or motivation, then he or she should not sign the contract.

Completion and Credit

When you have completed your project, your sponsor will report to the registrar that you have been awarded the unit or units of credit involved. At the same time, he will add to your official portfolio an evaluation, describing what you have accomplished, how well you have accomplished it, and what kind of advance this has represented in your academic career. He will also transmit the remarks of any subcontractors who have supervised part of your work.

You will add to your official portfolio your own evaluation of what you have learned. The original contract and these evaluations, plus samples of your own work, will represent what you have accomplished in your project.

The Portfolio

The official portfolio which represents each student's academic career at Evergreen will be especially important for those engaging in large amounts of Contracted Studies. Because there will be no standard program descriptions to serve for easy reference, the contracts themselves and the accompanying evaluations and samples of work will constitute the evidence for what you have done. Your entrance into advanced Coordinated Studies programs will depend upon the strength of your past performance. Your ability to negotiate future contracts for more specialized work will depend upon what your portfolio tells your new prospective sponsors about the quality of your earlier contracts.

SAMPLE EVERGREEN STATE COLLEGE LEARNING CONTRACT

Name _____
Last First Initial

Short Title _____

Faculty Sponsor _____ Units of Credit _____

Additional help if essential to the contract _____

Beginning date _____ Approximate date of completion _____

Purposes:

Previous experience:

Activities under this contract:

Support to be provided by the sponsor:

Results projected:

Methods of Evaluation:

Does this contract require special resources? If yes, attach explanation.

Student's signature _____ Date _____

Sponsor's signature _____ Date _____

COOPERATIVE EDUCATION: INTERNSHIPS AND COMMUNITY SERVICE VOLUNTEER PROGRAMS

As an Evergreen student, you will have opportunities to combine your study with practical on-the-job experience related to your academic program or career interest. These opportunities are important for several reasons: first, practical experience can enhance and augment the knowledge you have gained in the classroom; second, these opportunities will enable you to explore a variety of possible career fields and to make an early decision concerning the career of your choice; and finally, you will be able to gain valuable on-the-job experience in your chosen career at a time when such experience will be most meaningful and helpful to you.

The Office of Cooperative Education has been organized to assist you and your faculty sponsor in locating and arranging practical work experiences to match your program of study and your career interests. Working with your faculty sponsor and with representatives of business, industry, government and community organizations, your Co-op Coordinator can help you to locate and arrange credit-bearing internships or community service volunteer experiences, counsel you on matters relating to internships and volunteer placements and help you to resolve any problems that may arise during the course of your placement. To assist you, your faculty sponsor and your coordinator, the Office provides a wide range of information and supportive services. These include:

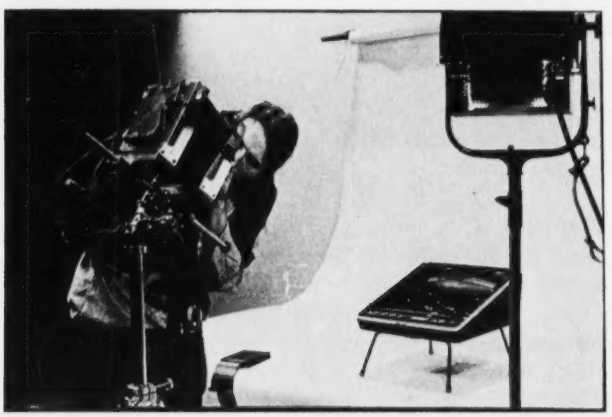
- A comprehensive catalog of internships available to Evergreen students.

- Publication of the weekly "Co-op Memo" to keep students, faculty and staff up to date on new developments in the Co-op program.
- A complete records and information system to facilitate placement.
- Ongoing developmental activities to insure that new opportunities become available.

Co-op program activities include both *internships* and *community service volunteer experiences*.

Internships

Internships are program related work experiences wherein the primary objective is learning and personal growth. You may elect to intern full time or part time for periods ranging from a few weeks to a year or more, depending upon your academic program, your career objectives, the nature of the particular internship you have negotiated, and the arrangements you



have agreed upon with your faculty sponsor. Normally, you should not plan to intern for a total of more than a year during your academic career, although under special circumstances longer periods may be justified. Although internships may carry a stipend or salary—again, depending upon the circumstances—in many cases they do not.

Your first consideration in deciding whether to seek or accept an internship should be the nature and quality of the learning experience involved. The internship experience should not be viewed as an alternative to your academic program but should be seen as a logical extension and continuation of it, enhancing it, augmenting it, helping you to translate what you have learned in the classroom into real, productive, tangible results. As an intern, you will have the opportunity to measure your abilities and skills in the most important place of all—the real world in which you will be working and earning and growing for the rest of your life. But you will also have a responsibility, both to yourself and to the College, to insure that your internship experience is a valid, creditable learning experience, that it does not become simply a way to avoid the rigors of academic discipline, that it remains more than just a job.

Normally, Evergreen interns receive full academic credit for full-time work in the field. Many variations on this may be arranged, including full-time work with a small academic component, part-time work with a part-time academic component and, for part-time students, part-time work with no distinctively separate academic component. The best combination to match

your academic and career objectives should be worked out in advance between you and your faculty sponsor.

Evergreen interns must be enrolled in one of the College's two major modes of study: Coordinated Studies or Contracted Studies. If you are enrolled in a Coordinated Studies program, you should not plan to intern unless your program has included internships in its activities. Similarly, if you are enrolled in a Group Contracted Study, you should plan to intern only if internships are included in the planned group activities. If you are enrolled in Individual Contracted Study, you may wish to plan an individual internship as all or a substantial part of your Learning Contract, or you may wish to include a minimal number of hours of internship activity as a supplement to your readings, discussion and other activities. Regardless of the mode of study in which you are enrolled or the number of hours you plan to commit to internship activities, you must have the approval of an Evergreen faculty or staff sponsor in order to receive academic credit for your field experience. You must also clear any proposed internship with the Office of Cooperative Education, complete an Internship Agreement form and register your internship with the Office.

You should notify the Co-op Office well in advance of the quarter in which you plan to intern. As soon as you have contacted the Office, you will be assigned a Co-op Coordinator who will counsel and advise you on matters relating to your internship, assist you in locating and arranging an internship and work with you and your faculty sponsor in resolving any problems that may arise during the course of your intern-

ship. Your Co-op Coordinator can also assist you in locating a faculty sponsor if you do not already have one.

Evergreen students have interned in a variety of career fields, including:

Business	Community Organization
Law	The Sciences
Public Administration	Mental Health
Management	Medical Technology
Political Science	Communications & Media
Recreation	Computer Science
Graphic Arts	Corrections
Fine Arts	Education
Advertising	Counseling
Public Relations	Juvenile Rehabilitation

Students and employers in all of these fields have found the internship experience to be a viable, productive means for bridging the gap between theory and practice, between campus and community, between classroom and job. But students have also found that, to be most effective as an educational instrument, the internship experience must be a carefully planned and fully integrated component of the larger, broader, long-range academic program. And they have found that a worthwhile internship experience means hard work. Before deciding whether or not you wish to intern, you should carefully consider your academic and career goals, the extent to which you are willing to commit yourself, and the results you anticipate in return for your effort.

Community Service Volunteer Experiences

While at Evergreen, you may wish to volunteer your services to the community without pay and without credit. You may feel that you will derive adequate satisfaction from simply knowing that you have contributed in some measure to the improvement of the world around you or from knowing that you have added in some measure to your own personal growth. If one of your objectives is to render service to others—and if, for one reason or another, you do not expect to receive academic credit for your efforts—the College encourages you to become active as a community service volunteer.

Not everyone should become involved in community service. Volunteer work requires the commitment of time and energy and the development of trust. When someone is hurting, begging off because of other priorities can damage that trust relationship and destroy the good that has been done. But if you feel you would really like to help, if you feel that you would like to give of your time and your talents to one of the many social or community service organizations in the community, then there is a need for your services.

If you wish to be a community volunteer, the Co-op Office can help you in many ways. The Office maintains complete listings of agencies and organizations needing volunteer assistance. The Office is in direct contact with many of these agencies on a regular, routine basis and can provide you with information about their activities, their objectives and their specific

needs. The Office can also counsel and advise you on the amount of time and effort which you might plan to invest without interfering with your academic program and other commitments.

Community service volunteers are needed for hundreds of worthwhile projects. Depending upon your interests and talents, you may wish to: collect and distribute food to a needy family; sponsor a person on parole or in prison; read for the blind or senior citizens; stuff envelopes, answer phones or canvass door-to-door for a fund raising campaign; or perform any of a host of other tasks that need doing somewhere, for someone—now.

In addition to placing Evergreen students both on and off-campus, the Co-op Office assists volunteers from the community in identifying meaningful ways to serve the College. Community involvement in the College has strengthened the ties between the College and its

neighbors and has helped us all to gain a deeper understanding of one another. Like the student volunteers, volunteers from the community have discovered that commitments of time and energy cannot be taken lightly. But many have found the deep satisfaction that comes from doing a job that would not otherwise have gotten done, a job that perhaps no one else could do.

The Evergreen Cooperative Education Program is designed to be flexible and elastic, to fit hand-in-glove with the academic curriculum, supplementing it, enhancing it, expanding it. The Co-op philosophy at Evergreen is based on the overriding conviction that real learning cannot usefully be separated into "academic" and "practical" components, the one occurring before graduation and the other occurring after the student has re-entered the "adult" community. Rather, as an Evergreen student you shall have the opportunity to develop very early the full range of skills and talents required of today's educated adult. The College urges you to make the most of this opportunity while you are at Evergreen. But we urge you, also, to consider your objectives carefully and to decide whether you are willing to put into your Co-op experience whatever is needed to make that experience productive and worthwhile.

THE LIBRARY AT EVERGREEN

Whether in Coordinated Studies or on contract, whether confronted with the responsibilities of an internship or with the intricacies of a problem in the economics of ecology, students at Evergreen need ready access to information and ideas. That's what our Library is all about—information and ideas and easy access to them.

Traditionally, libraries mean books. That's as it should be. Books are great sources of information and ideas. As a matter of fact, they remain about the most convenient "teaching machine" available. Consequently, we have more than 75,000 books for your use and pleasure, indexed and cataloged in the best fashion that we can manage to make them readily available for you. Books imply print, of course, and print isn't restricted to what we know as a "book." In addition to our book collection, our print materials include some 1,400 serials—journals, magazines, and other kinds of periodicals—and several hundred reference volumes like encyclopedias, concordances, dictionaries, statistical abstracts, guides to the literature in a host of fields, and many more.

But information and ideas are not accessible through print alone. For this reason, we have collected for you about 8,000 audio recordings, 12,000 slides, models, art prints, maps, and other realia, and a sizeable number of films and video tapes. Again, these items are cataloged and stored in a way that makes them easy for you to use and to enjoy.

"Availability" is the key word here. If the information and ideas, the facilities, and the people of the Library are to serve you most effectively, they must be as readily available as possible. Availability depends primarily on two factors: systems of storage and retrieval, and persons. The Evergreen Library has tried to make its systems both comprehensive and simple—easy for you to work. Systems can't do, however, what people can do. People can listen to you, help you redefine your problems in ways that make them more susceptible to productive solutions, and lend you a hand in making the systems work in a manner that most closely meets your needs and interests. We also develop, as kinds of extensions of ourselves, handbooks, guides, and other tools to increase as far as we can the availability to you of the information and ideas that the Library represents.

We're not without our limitations, of course; but our aim is to provide students with personalized forms of relevant access to our materials. But our services don't stop there. The Library can help you to create the information that you require when such a step seems appropriate. Staff members with special skills in photography, graphics, television, and audio recording carry a basic responsibility of making available to you their abilities, along with some very contemporary production equipment of precisely the sort used in industry. When you need to, then, you have ample aid available to make your own "software" for your programs of study or for special projects of personal significance for you.

We need to make ourselves clear on this matter; like all of Evergreen's units, we try very hard not to make or even to imply promises that we can't fulfill. Because we are undermanned and limited in our financial resources, we may not be able to help you to do everything that you want to do, to supply help that we have available exactly when you would like to take advantage of it, or to put in your hands the book or bit of equipment that you need at the very moment that the need becomes apparent to you. We can serve you best if you plan ahead and give us some advance notice of what you expect from us. As a new Library in a new institution, we need your patience and your help as we gear ourselves to offer the kinds of services that we have indicated here. Our basic business is to make your access to information and ideas easy and effective, enjoyable and intellectually rewarding. We'll do our best to meet your needs as fully and as comfortably as we can; you can help by letting us know what you require as early as you can.

You can also help by giving us your suggestions for new additions to our holdings—books, records, art prints and slides, or other resources in ideas and information. We also regard it as valuable to collect in the Library any significant work done at Evergreen by its citizens, whatever the forms that they use to make their own contributions to the world's store of data and thought.

Beyond its collection of books and other items and in addition to its staff of helpful people, the Library defines a place and a climate. Our plan is to make the place a pleasant one that every one can use constructively in his own appropriate manner. As for the climate, we hope that it will encourage conversation and discussion, serious and determined intellectual work, both verbal and graphic expression, College-wide communication, exciting explorations of the complex realms of thought, and the private relaxation that all of us occasionally need.

Like any dynamic place and climate, the Library changes. One of the reasons for these alterations lies in the sheer fact that not everything in the Library can be held permanently. We often mount displays and exhibits that, in one way or another, reflect the many different aspects of life at Evergreen, in the immediate community of which the College is a part, and in the larger world. Pluralistic in concept and sometimes productively controversial, these occasional elements in the Library's program are always planned for their reasonably wide interest, their stimulating qualities, and their potential enrichment of our ongoing educational venture.

In this statement about the Library, we're troubled by the abstract tone that brevity seems to entail. Through a very few examples, let us try to put some vital flesh on the bones of our generalizations: (1) The entire non-print visual collection is being put on color and black-and-white microfilm, so you can preview in seconds a whole set of slides, prints, maps, etc. (2) All of our audio recordings are on cassette and in specially designed containers on our shelves to provide you with the easiest possible access. (3) Our "Thing Wall" is for you to decorate—with etchings or watercolors, tempera or acrylics, with poems or witticisms, with complaints or expressions of pleasure. (4) Our facilities and equipment are extensive enough to permit you, if you want to, to learn how to record a symphony orchestra quadraphonically or to produce your own TV show. On your part, of course, you must give us suitable notice and allow enough time so that we can provide the help and schedule the gear that you will find most useful.

Finally, working with the Library is a cooperative affair. In using the Library, you are inherently sharing a reservoir of information and ideas with other people. We hope that this fact of sharing will become both apparent and valuable to you. What is useful or fun for you probably is needed or can be enjoyed by others. If you "rip off" the Library, then, you are denying to others the availability that belongs to all. In effect, you are ripping off your fellow students, your teachers, and your friends. Similarly, if you fail to respond to our requests for the return of materials that you have borrowed, then you also are denying that crucial factor of availability to others. We feel particularly strongly about this matter because we don't loan

books or other materials by fixed time periods; within any quarter, you can retain an item from the collection for as long as you need it. The system works, however, only if each person promptly returns his withdrawals when somebody else needs them.

In sum, the Library is a cooperative effort to maximize the availability of information and ideas for Evergreen's people. If its emphasis is on books, it acts on the awareness that information and ideas come in other kinds of packages, too. If it has tried to install the best systems of storage and retrieval that it can afford, it also has remembered that persons—the people on its staff—are essential in serving the needs of users of the Library, who are also people. Most of all, the Library's collections, staff, facilities, and climate all aim at the same target as the rest of the College—furthering intellectual growth and the skills and understandings that are the hallmark of a useful education.

THE COMPUTER AT EVERGREEN

It is important for every educated individual in today's world to know something about computers and the way they are programmed to process information and "make decisions." Computers directly influence our lives in an increasing variety of ways. The crucial issues involved in society's use of computers are far too important to be left only in the hands of experts.

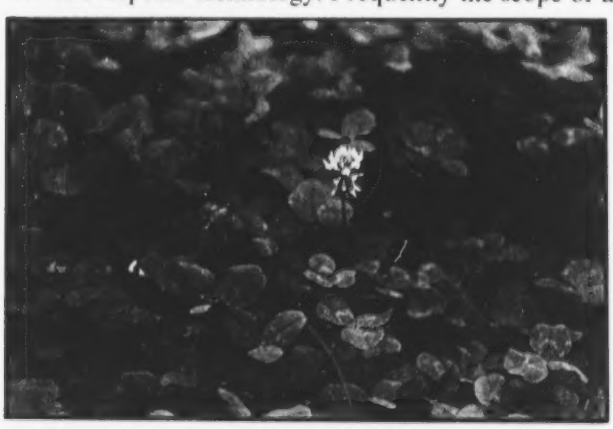
Through a series of seminars sponsored by Computer Services, large numbers of Evergreen students learn how to use a computer as an aid in their studies, to make calculations, and for recreation. They work with one of the typewriter terminals and cathode ray tube displays available on campus. Through the use of Dartmouth BASIC, a deliberately simplified computer language, most students find that they have a working knowledge of this language after only a few hours of study.

For those with computational requirements too large or specialized for BASIC, Evergreen has arranged access to several substantial computers off campus. Since a medium-sized campus computer tends to limit the options of those with a genuine need for extensive computing, we do not plan to acquire such a computer.

However, we have purchased a capable minicomputer system, the Hewlett-Packard 2000C. This system is interactive and can react to 32 users concurrently. Most importantly, it permits a variety of responses to needs in a wide range of student learning, in calculation, and in research. Because the system has the capa-

bility of immediate reaction to an operator's input, it can detect many errors immediately and reinforce correct computer syntax, encouraging rapid learning of the computer language. The interactive mode of operation typically keeps interest high even among students who would not otherwise persevere through the tedium of most data processing tasks. Immediate response with a solution to a specific problem facilitates more thorough and meaningful exploration of the various facets of the larger problem. For many social science simulations, economic games, and other applications that benefit from man-machine interaction, interactive computing provides a satisfying and exciting medium for learning and for coping with large amounts of information and intricate relationships in sets of data.

Computer Services staff members are available to help students, faculty, and administrators make effective use of computer technology. Frequently the scope of a



project can be expanded when one considers the full potential of computer processing compared with a manual analysis of the data.

Students and faculty have two main modes for using the interactive computer. In one mode, they learn the BASIC language and create their own programs, simulation games or calculation. In the other mode, they use a program previously developed by someone else to solve a specially defined problem. Several computer-aided instructional packages have been developed by students and faculty members to help illuminate units in one of the Coordinated Studies programs. Other computer-based units are available for students with special interests. For recreational purposes, students frequently gather around a terminal to play a simulated game of blackjack, golf, bullfight, or sea-war.

An analog/digital hybrid computer system supports computer graphics and can be used to solve differential equations typical of quantum mechanics, fluid flow, and other physical and electromagnetic wave equations. The solution to an equation is displayed instantaneously on a cathode ray tube. This display also lends itself to interesting applications of computer graphics.

DEVELOPMENTAL SERVICES: THE IDEA

Activity outside the formal academic program represents a significant portion of every student's educational life at Evergreen. The Division of Developmental Services has as its central purpose the encouragement and facilitation of student growth. Its aim is to help students develop themselves intellectually, personally, and socially by providing professional services, programs, and facilities that will aid this vital process. To fulfill this genuine commitment to people, the College provides students with easy and quick access to services in such fields as financial aid, career and personal guidance and counseling, placement, recreation and co-curricular activities, and health. During the 1972-73 academic year, this office began administering several new programs, including a day care center, a community shuttle bus service, and a travel, transportation, and ticket sales center.

These services are designed to identify personal interests and problems and to offer a broad base of alternatives in response to them. The scope of those options ranges from recreational outlets to preventive mental health and group counseling programs to deal with difficulties before they become complicated and full-blown. Doing this job requires moving staff persons, whenever possible, out of offices and into the environments where students actually function—the residence halls, the recreation facilities, the lounges where commuters spend significant time, etc. By expanding our access points, we can better provide information, mediation, and counseling to help students cope in an informed way with changing life styles and the influences that play importantly at college on every one.

Developmental Services will only be of value if members of the academic community and local citizens not only utilize services but become involved in planning, program operation, and evaluation. Our success depends on precisely this broad base of involvement, bringing diverse people together to work on common tasks and to learn to understand each other more fully. By creating an open system for widespread participation by students in the activities, the programs, and the ongoing evaluation of all aspects of campus life, we lay the groundwork for a heightened sense of community membership and for personal growth in self-knowledge and interpersonal sensitivity and skill. Through this approach, we can identify and rapidly respond to expressed student concerns so that any gap between the institution and its student body can be dealt with openly and constructively. We will continue to expand the involvement of students in the operation of our services; and in collaboration with students, we will continually seek to improve our basic administrative and communications systems on the campus.

Counseling Services

Evergreen provides a variety of counseling services to all enrolled students and employees. Their use is entirely voluntary and without cost. The level of our ability to help is largely dependent on recognition by the individual that he or she sincerely wants help in coping with a problem. Workshops, developmental seminars, and other forms of group activity and counseling can be generated as student interests develop. Counseling relationships are strictly confidential. No information will be released without written request from the individual.

There are three basic directions that the Counseling Service must move towards. Movement away from offices and into the community to create programs based on primary prevention rather than remediation, and mobilizing community resources for mental health represent two of these trends. The third is to base the role of the counselor and of the Counseling Service on a developmental rather than a therapeutic framework. This developmental approach blends traditional and new concepts. Individual counseling, group counseling, occupational and educational information, and other programs are all relevant to the developmental approach. We will attempt to counsel students in such a way that they learn the techniques involved in problem-solving rather than emphasizing only the solution of problems.

Counseling frequently is useful in relation to a variety of educational or marital concerns. In some situations, a referral to a more appropriate source of aid may be

needed. In such special fields as draft counseling and psychiatric care, the College enlarges its own capabilities by contracting for professional service as needed.

A number of students have found our career-planning resources useful in identifying their initial vocational goals. With help through counseling the student can then fruitfully apply these objectives to planning programs of work and study. Through vocational counseling we will attempt to create in the student, not just the idea that he must choose an occupation, but that he faces a series of developmental tasks extending indefinitely into the future, all demanding continual decisions and growth and the development of new skills and abilities. The Counseling Office will continue to work with the offices of Financial Aid and Placement and Cooperative Education and the Library to collect a wide variety of resources ranging from general occupational information to data on specific professional fields.

Because nearly all faculty and staff carry responsibilities for some type of counseling and advisement, the Counseling Service tries to supplement these activities, to offer special kinds of help, and to respond as best it can to any unmet human needs. The Counseling Service will be open weekdays and occasionally in the evenings and on weekends. Students, faculty, and staff are welcome.

Health Services

The Evergreen State College maintains Health Services with one part-time physician and two nurses (one full-time and one part-time) during regular clinic hours in the Daniel J. Evans Library Building. The physician will be available for half-days between Monday and Friday. Beyond providing routine health care for students without charge, he will lend professional support in the areas of health education and preventive medicine, and in cases of emergency. The Health Services hours will be extended into the evening and weekends because of the increase in facilities and activities on campus. When possible, Health Service programs will be sponsored in on-campus resident facilities. Physicians in the Emergency Room at Olympia's St. Peter Hospital are available when the Health Service Office is closed, or when emergencies cannot be treated adequately on campus.

We are making every effort to develop a greater concentration of health services on campus while still requiring a high degree of interaction and cooperation between the College and the medical community of Olympia. Public and private persons with expertise in health services will be involved with students, faculty, and staff in a variety of activities. The services will include family planning clinics, drug awareness workshops, first aid training sessions, some psychiatric assistance, and much additional work in preventive medicine, health education, and health-related concerns.

The health insurance program of the College is partially intended to encourage students to form and to

maintain relationships with their own physicians, either in their home communities or in Olympia.

Evergreen's insurance policy is optional, but it provides additional support to students. Because our health program is not a comprehensive one, students are strongly urged either to take Evergreen's policy or to be certain they are covered under other means elsewhere, i.e., through their parent's family insurance plan.

Recreation and Campus Activities

Under this program, we extend ample opportunity for members of the campus community to engage in a rich variety of recreational, cultural, and social outlets which promote physical conditioning, relaxation, development of interests, hobbies, and talents. Minimally, a person should be assured of positive cultural enrichment and appropriate entertainment through audience participation.

Evergreen students may engage in several types of recreation and campus activities, some of which may be engaged in for purely "recreational" purposes, some for academic purposes, and others for lifetime values gained through the learning of selected skills. Sports recreation at Evergreen can be either formal or informal. Although the level of interest for a given activity is expected to change with some regularity, our present list of sport clubs and organizations includes: bicycling, fencing, gymnastics, kayak and canoeing, yachting, jogging, judo, karate, rugby, scuba diving, skiing, soccer, and climbing. All of these organizations offer basic instruction; some offer advanced instruction. In addition, special workshops are scheduled periodically to provide introductory skills in such areas as rock climbing, sailing, etc. A wide variety of intramural sports is open to anyone who wishes to participate. These include archery, basketball, bicycle racing, cross-country, field hockey, flag football, golf, handball, pool, sailing, soccer, softball, swimming, table tennis, volleyball, water polo, weight lifting, and wrestling.

Students who desire to take part in other types of formal campus activities may be interested in the following organizations: The Modern Dance Club, Jazz Dance Group, Ballet Club, Asphodel Fields Theatre People, The Political Action Society, Action for Washington, Consumer Protection, The FM Radio, The Paper Cooperative, MECHA, The Native American Students Association, UJAMAA, and The Women's Commission. These organizations offer educational resources and many serve as a meeting place for racial minority groups and women. Most of these activities have headquarters in the College Activities Building or in the Library Building. The College Activities Building contains food services, bookstore, a bank, post office, games and lounge areas, in addition to student activity offices.

The 1972-73 year saw the opening of phase one of our Campus Recreation Center which includes an eleven-lane swimming pool, a separate diving well, a sun deck, two sauna baths and large showering and locker rooms, a multi-purpose room for dance, karate, exercising, etc., separate weight-training rooms for men and women, five handball courts, and a meeting room. Since this facility will serve as the hub of indoor recreational activity, it will be open as many hours during the week as possible and on a more limited basis on weekends. We will continue to supplement indoor facilities by operating a small and well-equipped but temporary all-weather gymnasium in the campus utility plant. This facility includes two basketball shooting stations, two volleyball and badminton courts, a gymnastics climbing rope plus selected additional gymnastics equipment, and two speed bag platforms. A new recreation pavilion, an

unheated but covered facility, includes two basketball courts and four additional basketball stations, two volleyball courts and two tennis courts. Outdoor facilities include a large playfield which facilitates field hockey, flag football, rugby, soccer, and softball. Future development includes plans for outdoor tennis courts, lawn bowling, and a mountain climbing practice facility. Although the College owns 3,000 feet of undeveloped beach front on Eld Inlet, it is the desire of the majority of the members of the Evergreen community to leave most of the waterfront undeveloped until systematic plans can be advanced to assure protection for its fragile ecosystem.

We will continue to add additional equipment to our growing inventory and make items available to all members of the campus community. The Geoduck Yacht Club is custodian of two C-Larks and one Snipe. These boats can be used free by club members, or they can be rented at selected times by

non-members. Instruction in sailing is offered by the club. The Recreation Building Equipment Center has a wide variety of equipment which can be rented or, in some cases, borrowed free of charge. Included are such things as crampons, ice axes, climbing rope, packs, stoves, tents, snowshoes, cross-country skis, sleds, inner tubes, canteens, cook sets, and hard hats. In addition, game bags containing volleyballs, nets, softballs, etc., are available.

Any student who desires financial support for an activity which he or she feels is of campus-wide value, may submit a request for funds to the Services and Activity Fee Review Board. This board, which falls under the jurisdiction of the Dean of Developmental Services, is composed of eight students selected randomly, who are willing to serve for staggered three-month terms. During the past year, several of the clubs and organizations previously mentioned received funding from this board.

Financial Aid and Placement

Financial Aid

General Information

Students who expect difficulty in meeting the costs of college should apply for help through the Office of Financial Aid and Placement. Evergreen's goal is to provide every eligible student with sufficient financial assistance to make his attendance possible. Awards from the College's aid programs rest strictly on personal need and can only supplement the contribution of the student and his family. Assistance may take the form of employment, grants, loans, scholarships, or a combination of these possibilities.

Most of the aid offered by the College is open only to full-time students. In order to continue to receive financial aid, a student must complete seven (7) units each academic year and a minimum of two (2) units in a given quarter. The Law Enforcement Education Program and the Basic Educational Opportunity Grant are the exceptions to this rule. Part-time students are also encouraged to use the services of the Placement Center.

The College expects the student's family to contribute as much as possible toward the cost of his education, and the recipients of financial aid are expected to adhere to a modest budget. The partnership into which the College enters in providing financial aid to the student is one involving a commitment on the student's part to provide a substantial contribution toward his college costs from such sources as summer

savings. Aid will not ordinarily be awarded to enable a student to pay installments on an automobile, to repay prior obligations, or for long-distance transportation. Students who have chosen not to accept available family aid, and students whose parents, although able, have chosen not to contribute to the costs of college, are eligible to apply for some forms of assistance. For instance, a number of on-campus jobs do not require the applicant to demonstrate significant need, nor is stringent need-analysis a criterion for the Federally Insured Loan Program or for off-campus placement.

Students should *not* rely on the availability of ready employment in the community as a means of financing their educations. Although the Placement Center will provide every assistance in locating work, the pool of part-time jobs in the Olympia area is very small and competition is keen. Further, the flexible nature of Evergreen's Coordinated and Contracted Studies program schedule often does not lend itself to the typical "be-here-every-day-at-three" part-time job.

Students who have temporary financial problems at The Evergreen State College may apply for emergency loan assistance. Any student may inquire about scholarships awarded by off-campus agencies, some of which do not consider need as a major criterion of award. All students are encouraged to seek general financial counseling and help in the personal management of money at the Office of Financial Aid and Placement. Information of financial aid at other colleges is readily available, as is information on summer and career placement. See "Student Accounts/Fees and Charges" in this bulletin for estimates of annual costs for students attending Evergreen.

Application Procedures

Students who wish to be considered for aid should complete The Evergreen State College Financial Aid Application and return it to the College. The appropriate College Scholarship Service Confidential Statement—either Parents' Confidential Statement or Student's Financial Statement as indicated below—must be submitted to the College Scholarship Service before the application can be considered. Confidential statement forms are available from high school counselors or from the Office of Financial Aid and Placement.

Parents' Confidential Statement must be completed by dependent students. That is, a student who has, during the calendar year in which he will receive aid or during the prior calendar year, (1) been claimed by either parent for Federal Income Tax purposes; (2) received more than $200 in aid from his parents; or (3) resided with his parents for four months or more.

Student's Financial Statement should be completed by independent students. That is, students to whom none of the three points listed above applies. Unmarried students over 23 years of age and married students over 21 wishing to establish independence, who have lived apart from their parents for two years, may attest to that fact by signing the "Independent Student's Statement" on the College application and having the statement notarized. Unmarried students under 23 and married students under 21, as well as other students seeking independent status who cannot demonstrate two years of independence, must request an "Affidavit

of Non-Support" form from this office for their parents to sign and have notarized.

Deadlines

Applications for aid during the 1973-74 academic year must be received by July 1. Applications from students applying for summer College Work-Study employment must be received in the Office of Financial Aid and Placement by April 15. The Parents' Confidential Statement must be mailed to the College Scholarship Service at least two weeks prior to the above deadlines. Needy students applying after July 1 will be aided if funds are available. College Work-Study summer awardees will be notified in late April of award. Other applicants will receive acknowledgement when their applications are complete and will be given an estimate of the total of their awards. The specific nature of their awards, however, will not be announced until after July 15. Our deadline of July 1, which allows more students to apply, precludes any earlier award announcements.

Programs

A brief description of the requirements and regulations attached for each financial assistance program follows. Further details on any program are available from the Office of Financial Aid and Placement. These programs are designed to be awarded individually or in combination depending on the needs of each student.

Loans

Students should be aware that the overwhelming majority of aid funds is in the form of loans. Almost

every aid recipient, therefore, must accept some part of his aid in the form of a loan.

National Direct Student Loan Program. This program provides long-term, low-interest, loans for qualified students in any program of study at Evergreen. Terms and conditions include these stipulations: (1) Students may borrow up to $2500 total during their first two academic years and not more than $5000 during their entire undergraduate careers. (2) Borrowers must be citizens or permanent residents of the United States. (3) Each borrower must sign a Promissory Note payable to The Evergreen State College. Married students are also required to sign a Marital Community Responsibility Statement. (4) Loans are disbursed to borrowers in quarterly installments during the first week of each quarter. (5) Quarterly repayments on the loan begin one year after the borrower leaves school, and the interest begins to accrue

nine months after the borrower leaves school at 3% simple annual interest. No interest on the loan accrues prior to the beginning of repayment. Payments are at a minimum of $15 per month and the loan must be repaid within 10 years. Borrowers who become full-time teachers in Head Start may have 15% of their loans cancelled for each year of teaching in that program. Borrowers who become teachers in schools where there is a high concentration of students from low-income families and those who become full-time teachers of the handicapped in public or non-public elementary or secondary school systems may have their loans cancelled as follows: First and second year-15% per year; third and fourth year-20% per year; fifth year-30%. Veterans who served in an area of hostilities may have 12-½% of their loan cancelled for each year of such service up to four years.

Federally Insured Loan Program. This program provides loans to students of up to $2500 a year through participating banks, credit unions and savings and loan associations. It was designed to aid students from middle-income families who may not ordinarily qualify for college-based aid. The loan is guaranteed by the federal government and the annual interest rate is set at 7%. Many students qualify for federal interest subsidies, under which the federal government will pay all interest charges until ten months after the student leaves college.

Emergency Loan Program. Funds for this program are donated by business, service and professional organizations, and individuals in the community. The program is designed to aid students who face temporary need by providing loans of up to $100 for not more than 90 days. Borrowers may apply by means of a personal interview in the Financial Aid Office. A borrower must be enrolled for at least two (2) units. Simple annual interest is set at 6%.

College Long-Term Loan Program. Sources of this program include community donors and Services and Activity Fees. It provides loans of up to $300 for periods of up to twelve months. Eligibility requirements and application procedures are the same as for the Emergency Loan Program.

United States Loan for Cuban Students. Students who are Cuban Nationals and who are unable (as a result of action by the Cuban government) to receive support from inside Cuba, may apply for this loan program if they are full-time students at The Evergreen State College. The maximum loan is $1000 per year and repayment commences one year after graduation at the rate of 3% per year. Students who believe they may be eligible for this loan program should contact the Office of Financial Aid and Placement as far in advance of the academic year as possible.

Leona M. Hickman Long-Term Loan. The Trust Department of Peoples National Bank in Seattle administers the Leona M. Hickman Loan for male residents of King County enrolled full-time at The Evergreen State College. The student must demonstrate significant financial need and may apply for loans up to the amount of school-related expenses. Applications are available at the Trust Department, Peoples National Bank, or through the Office of Financial Aid and Placement. The interest rate is 5% per year plus a credit insurance premium; repayment commences upon graduation. Interest is paid while the recipient is in school.

Grants

Basic Educational Opportunity Grant Program. This program was created by the Education Amendments of 1972 and begins July 1, 1973. If funded, it will provide grants to each student of $1400, minus the expected family contribution. The grants may not exceed 60% of a student's need. The minimum grant will be $200. Information on application procedures and guidelines for determination of expected family contribution will be available in the Office of Financial Aid and Placement as soon as they are announced by the United States Commissioner of Education.

Supplemental Educational Opportunity Grant. This program provides grants to undergraduate students whose need is acute. The grants may range between $200 and $1500 but may not exceed one-half of the total amount of the student financial aid provided to the student by the Col-

lege. Students may not receive in excess of $4000 under this program during their undergraduate courses of study unless they pursue an approved fifth year of undergraduate study, in which case the maximum becomes $5000. The College must determine that the student would be unable to attend without the grant.

Washington State Tuition Waiver Program. By authority of an act passed by the 1971 State Legislature, a limited number of tuition and fee waivers will be granted to needy students under the same general criteria as those of the Educational Opportunity Grant Program.

Washington State Need Grants. This program provides up to one-third of a student's need and is administered by the Washington State Council on Higher Education. Nominations are made by this office for students of exceptional financial need whose family incomes are inordinately low.

Institutional Scholarships. Fewer than half a dozen scholarships are awarded by the College annually, and range in amount from $75 to $100. Awards are made solely on the basis of need.

Donor-Designated Scholarships. Information on dozens of scholarships awarded by organizations not connected with The Evergreen State College is available in the Office of Financial Aid and Placement. Announcement of available scholarships is made each winter and further information and application forms are available from this office.

Law Enforcement Education Program. The Department of Justice offers a financial aid program to students whose major areas of study are in the fields of administration of justice, law enforcement, or corrections, or who are employed in these fields. Any student currently employed in these fields (in-service) may apply for a tuition grant. In-service or pre-service students may apply for tuition loans if they are enrolled for two (2) units or more. If need exists, they may apply for loans in excess of tuition. Loan recipients must have completed and transferred to Evergreen twenty-two (22) quarter hours in classes directly related to law enforcement. Grant recipients must agree to continue employment in their current law enforcement agency for two years after graduation. Should they fail to do so, the grant becomes a loan repayable at 7% per year. Loan recipients begin repayment six months after leaving school. Loan recipients who, after leaving school, are

employed in a public law enforcement, correctional, or court agency enjoy a 25% forgiveness of the loan for each year of employment up to four years.

Employment

College Work-Study Program. Each year the federal government awards The Evergreen State College money to create a wide variety of summer and school year jobs, both on campus and in the community. The pay range is from $2.00 to $3.50 per hour; the program is open to students whose financial need is significant. Students may work not more than 19½ hours per week during the academic year unless they are in an internship status, and may work not more than 40 hours per week in all other periods. Every student in this program must be an American citizen or in the United States on a permanent visa. Those who work full time during the summer are expected to save a substantial proportion of their summer earnings to be applied to meet school-year costs. Academic credit may be given in some instances for off-campus, part-time Work-Study employment. The College can only offer the *opportunity* for Work-Study employment. UNDER NO CIRCUMSTANCES IS AN OFFER A GUARANTEE THAT A STUDENT WILL BE EMPLOYED, OR THAT ONCE EMPLOYED, HE WILL RETAIN THAT POSITION. Employment depends on skills and performance and is the prerogative of the employer.

Part-Time Employment. The Office of Financial Aid and Placement maintains a listing, screening, and referral service for part-time positions with employers on campus and in the community. Students interested in part-time employment should apply at the Office of Financial Aid and Placement. It bears repeating, however, that part-time jobs in the Olympia area are not readily available.

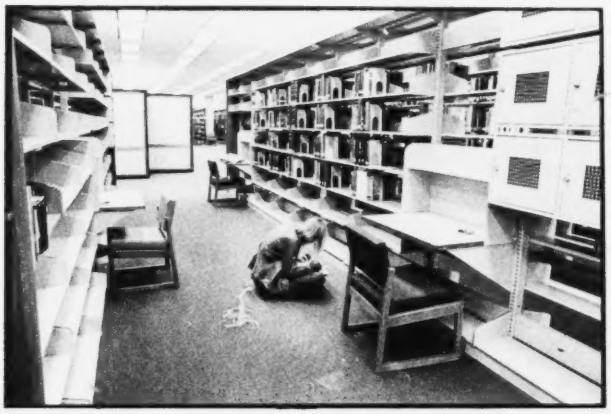
Financial Counseling

Counseling service is available for any student wishing assistance with family budget management, estimates of college costs, economical food-buying techniques, the economics of study abroad, and information on nutrition. In addition to individual counseling, the office holds periodic seminars on these subjects. Students who intend to transfer to other schools should seek assistance from this office in obtaining and completing financial aid applications and scheduling interviews with financial aid counselors at their new schools. Veterans with temporary need who are not eligible for institutional aid may receive information on other sources of assistance.

Placement

The Office of Financial Aid and Placement provides students with access to career, summer and part-time employment opportunities, assists them in attaining their career goals, provides informational support to the Office of Counseling Services in its function as a career guidance center, and offers liaison and mediation services to employers and student employees. Providing access to employment requires an extensive job development program. The Placement Center staff

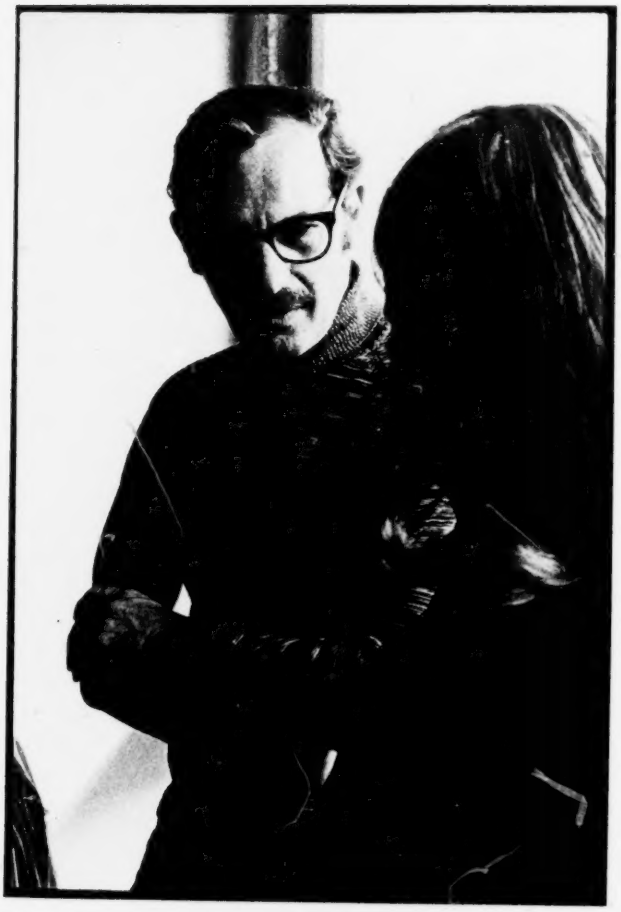
maintains contact with local businesses, industry, State, Federal and local government, and other placement agencies to develop job opportunities, share listings, and monitor job openings. The staff keeps listings up-to-date, counsels job applicants and refers them to prospective employers. Employers are encouraged to interview students on campus and then to join student placement seminars to share their knowledge of the world of work. In coordination with the Counseling Services Office and the Office of Cooperative Education, the Placement staff seeks information on job forecasting and employment trends from a variety of sources. The development of employment opportunities also involves a strong emphasis on vocations for social change or alternative placement for those students who opt not to make a career choice immediately after graduation. Opportunities range from Peace Corps service to inner-city volunteer work. Students are referred to the extensive and contemporary library section on Vocations for Social Change. The



Placement staff will develop and maintain a video tape library of various members of the faculty, staff, and wider community commenting on their experiences in their respective career fields. These individuals will also be available for seminars and individual interviews.

Several placement-related training programs are operated by the Placement staff, including general orientation for students, faculty and staff, seminars to acquaint College-Work-Study Program employers with the requirements of the program, specific job-skills development sessions in cooperation with various on and off-campus employers, and seminars in job-seeking techniques. A weekly seminar dealing with topics of interest to seniors is held from September to May.

The Placement Office also concentrates its efforts in such singular areas of job development as veterans', women's and minority placement. It maintains reciprocal out-of-area placement agreements with colleges in other parts of the nation, assists the Office of Counseling Services in graduate school placement, and in cooperation with the Registrar, maintains a credential file service by which graduates may have portfolios indexed according to career area forwarded to prospective employers.



Current Programs

1972-73 PROGRAMS IN PROGRESS

At Evergreen, we seek to offer a variety of new Coordinated Studies programs and new opportunities for Contracted Studies each year. A Coordinated Studies program will be repeated only with a modified design and with changes in the faculty team leading it.

You should not expect, therefore, to find the 1972 programs in operation next year. Even if some of the program titles appear again and even if some of the same faculty team members are involved, the programs will have been largely altered by the experience of the first years. We shall continue to value growth and change over mechanical repetition within hardened categories.

The summaries which follow describe work done and work in progress; they are presented here for the sole reason of giving you some idea of how we go about the enterprise of higher learning. For if you choose to join us, you will be enrolling in the College, entering our particular climate, rather than signing up to take one specific program or prearranged sequence of programs.

These programs are designated as Basic or Advanced. Basic programs are open to students beginning their undergraduate careers and to any more advanced students who are interested in the topics and methods which the programs will concentrate upon. Advanced programs are open to full-time students transferring their work to Evergreen at a third-year level, to advanced part-time students, and—by consent of the program staff—to some beginning students whose interests and previous experiences will enable them to carry out these more specialized and demanding assignments.

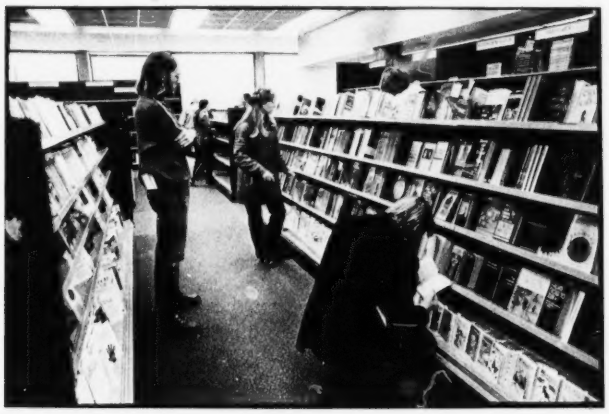
COORDINATED STUDIES FOR 1972-1973

It is very important for you to remember that all of the Coordinated Studies programs described in The Evergreen State College Bulletins are 1972-73 programs and *not* 1973-1974 programs.

The programs that we will offer in the fall of 1973, from which you will choose, are *not* listed in this Bulletin. They will be listed and described in a supplement that will be mailed to admitted students early in the spring.

While the 1973-1974 programs will be different (and better) than the 1972-1973 programs, they will cover the same fields, disciplines, and problems.

Remember, Coordinated Studies requires you to read good books, carefully, to do a lot of writing, and to learn to seminar about the books and your writing.



One final word of explanation—normally, any advanced student may take a Basic Program. Advanced Programs do have prerequisites. These will be mentioned in the detailed descriptions contained in the supplement to be mailed in the spring.

In 1972-1973, we offered eight Basic Programs:

Natural and Social Science:
A Modular Approach
American Studies I
Western Civilization: The Struggle for Freedom I
Human Ecology
Mind and Body
♀♂ Roles in Society
Learning about Learning
Japan and the West

And four Advanced Programs:

Human Development II
Politics, Values, Change
Image and Idea
Life on Earth: Past and Present

You will find brief descriptions of these Coordinated Studies programs on the following pages.

Natural and Social Science:
A Modular Approach

One Year • Basic • Three Units Each Quarter

The modular science program is an approach to the learning of science based on the belief that complex systems can be examined in depth from a multidisciplinary viewpoint and without the prerequisites of introductory courses. As a corollary, the program is also committed to an examination of the vital relationship between science and society.

Modular science consists of a sequence of short, intensive subjects each lasting about five weeks. The necessary background in each supportive discipline, e.g., biology, chemistry, mathematics, physics, economics, political science, psychology, sociology, and anthropology is introduced as needed, using—where possible —self-paced units.

Each module deals with the theoretical and practical aspects of the subject, as well as the social and historical implications.

All modules share a core seminar experience. Social, historical and philosophical issues within and between the natural and social sciences constitute the basic subject matter of this component. Breadth and perspective is our goal here. Students and faculty subscribe to *SCIENCE* magazine, or some similar journal which explores current issues in the social and natural sciences.

American Studies I

Two Years • Basic • Three Units Each Quarter

The program emphasizes the relationship of history, art, music, literature, philosophy, and science in the development of modern America. We read the novels, poetry, prose, history, philosophy, drama, and journalism of the United States. Films and music are an integral part of the program. We carry out searching inquiries into the nature of our society: Is it possible to identify who we are in our own time? How uncertain of our identity as a people are we? A lot? A little?

The first year program couples the issues of racism and identity. The second year will link urbanization with alienation. Since the library has acquired the University microfilms, ***American Culture Series I and II (1492-1900)*** and the ***American Periodicals Series, 1789-1900,*** students have access to microforms of little-known, or hitherto unavailable, materials aside from text materials, films, and other sources. Reading and writing are closely supervised.

Western Civilization: The Struggle for Freedom I

Two Years • Basic • Three Units Each Quarter

This is a program for students who want to read some of the great books of the past, along with contemporary literature. The program is dedicated to careful reading, good writing, and thoughtful conversation.

The program takes up the old and ever new problems of freedom and responsibility, peace and war, courage and cowardice, good and evil, individual and community. It compares democratic Athens and America, and creative Athens and America. It asks what manner of men and women were the Greeks, and who are we? What is this country called America?

The books include Homer, *The Odyssey;* and Nikos Kazantzakis, *Zorba the Greek;* Sophocles, *The Tragedies;* and André Gide, *Two Legends;* Plutarch, *The Lives of the Noble Greeks;* and Lytton Strachey, *Eminent Victorians;* Plato, *The Republic;* and Franz Kafka, *The Castle*.

The program includes weekly lectures, slide shows, and films.

Human Ecology

One Year • Basic • Three Units Each Quarter

Human Ecology focuses on the ecology of man, past and present, rural and urban, primitive and civilized. The kinds of questions explored, especially in the early portion of the program, include: How have man's relationships with his environment changed during his biological evolution? How has man's physical environment influenced his behavior and affected his cultures? Conversely, how has man's behavior affected his physical environment and his cultures? What has happened to man psychologically and sociologically as he "advanced" from a non-written agrarian culture "close to the soil" to highly complex communications-based industrialized cultures clustered in urban settings?

Since urbanization is largely characteristic of our times, and since the area between Vancouver, British Columbia and Portland, Oregon is prone to become a megalopolis, the major focus of the program, subsequent to the background described above, is on the ecology of the city.

Basic information and perspective is developed in resource lectures, films, book seminars, workshops, and field trips. As self-paced learning units are developed and/or identified, they supplement, complement, or replace some of the more traditional modes of information transfer. Considerable emphasis is placed on the development of investigative approaches in the natural and social sciences. Most of the research is accomplished by small teams, but individual students also undertake individual projects within the overall study.

Mind and Body

One Year • Basic • Three Units Each Quarter

One of the major problems faced by many students and by too few educational institutions is the frequent lack of relevance of academic life to life as a whole. This program is an attempt to integrate the two by making the object of study the students' own lives. The program deals with a broad body of information directly relevant to everyday life: human biology (e.g., introductions to anatomy, physiology, nutrition, pathology), psychology (relevant empirical findings and theories of human behavior), philosophy (e.g., the mind-body relationship, existentialism, phenomenology), and sociology (the effect of contemporary institutions on the individual).

Concurrently, all of the students in the program are working toward experiencing those aspects of their lives that correspond to what they are studying. This involves scientific research on their own mental and physical and social processes. For example, those interested in environmental issues carry out research projects on marriage, the family, educational systems, etc.

♀♂ Roles in Society

One Year • Basic • Three Units Each Quarter

♀♂ Roles in Society seeks to develop an active intellectual awareness of the roles of women and men in contemporary society, and of the problems presented by these roles. It attempts above all to increase the sense of "personhood" in each of us, and to help us create a culture of humanity, not just of *man*kind. Ultimately it hopes to reduce exploitation of any person by any other person.

The group of students and faculty works together to study identity and role formation as they are shaped by the body and the acculturation process. This study is approached from the perspectives of biology, the social sciences and literature.

At the beginning of the third quarter, each student spends one month working on an individual project. Possible projects include formal research, internships, political efforts, etc.

The year's activities also include several skills workshops in "things I'm scared to do, or have been conditioned not to do." For example, there might be workshops on auto mechanics or computers for women and child care or home economics for men.

Learning About Learning

One Year • Basic • Three Units Each Quarter

This program explores the nature of learning processes. Since intentional learning forms but a small part of all learning in one's life, the scope is much broader than classroom settings. Questions considered include: What are the different learning theories? How does learning take place a) in structure/unstructured situations? b) in institutional/noninstitutional settings? c) among different age groups? d) in different organisms, particularly primates? e) in different cultures/ethnic groups in the United States? Are learning and education the same? What is the purpose of schools? How do *I* learn best? How can I help others learn? What kinds of environments, both human and physical, seem conducive to different kinds of learning? How do different people and settings affect what and how I learn?

This program offers a mixture of academic and research experiences. Role playing and observation in schools of faculty and board of directors' meetings are used to help prospective teachers understand better how to implement innovative approaches in public schools.

Activities include a combination of internship activity with an ongoing review of the learning observed and experienced while on the job.

Japan and the West

One Year • Basic • Three Units Each Quarter

Japan and the West is a basic program designed for two distinct groups of students:

1. For those students who want to study in Japan, the program lasts almost two years. During the second quarter of the program these students isolate themselves in a total-immersion language study program. Language study continues through the third quarter, and perhaps into the summer. During their second year students will spend at least two quarters in Japan.
2. For other students the program lasts only three quarters and focuses on a general understanding of Eastern and Western cultures. During the second quarter, when the Japan-bound students are learning Japanese, other students engage in other kinds of specialized program studies.

The program studies the *whole* of Japanese culture—not just pots and Zen, but industry, politics, agriculture, family life, and history as well. Its aims impose a tight structure and demand preparation and work from everyone.

Human Development II

The Second Year • Advanced • Three Units Each Quarter

The objectives of this program in Human Development remain the same in its second year as they were in its first: cultivation of the student's ability to interpret his life to himself and others in response to (1) readings in the social sciences, biology and the humanities, and (2) responsible work as a supervised intern in a local human service agency.

In addition to the focus on human development in evolutionary and historical perspectives which characterized the first year's work, the second year focuses more sharply on several problematic issues of contemporary human development, such as human sexuality, the family, prolonged adolescence, old age, the effects of increasingly rapid cultural evolution on personality development.

Program work includes book and self-study seminars, internships, films, lectures, and special interest workshops.

Politics—Values—Social Change

One Year • Advanced • Three Units Each Quarter

The first quarter is devoted to the acquisition of analytical tools, and the refinement and practice in the application of these tools to a body of material most closely analogous to our own times: the roots and fruits of the first reformation. These tools are applied to Feudal Society in environment crisis, to the examination of the new values generated in the pre-industrial city, along with the personality conflicts this transition represented, and the behavioral response of men living in that time of crisis. The student project required for this quarter involves the writing of a play about a historical figure, using the premises that Eric Erickson and John Osborne used in their studies of *Young Man Luther*.

The second quarter, after a brief look at the political, social, scientific, and psychological fruit of the reformation, concentrates upon the development of the value crisis in the environment of the late industrial society. Students are to write a play about their parents, using the Erickson-Osborne premises.

The third quarter concentrates on the analysis of current pronouncements of the "new values" contained in the "second reformation," as well as an examination of the degree to which they complement and the degree to which they contradict the environmental constraints of the "post-industrial" society. Attention is paid to implied or stated social structures in which these values can, or are being carried out. The third quarter culminates in the writing of a play about the student's own life, using the Erickson-Osborne premises.

Image and Idea

One Year • Advanced • Three Units Each Quarter

This program is project-oriented, with seminars developing from and focusing upon the problems that occur in image/idea expression. Problems dealt with range from images as documents of our lives (social implications) to images as art (self-revelation). Specific areas of involvement are photography, photo-graphics, motion picture, television, and multi-media.

The program is organized into studio workshops, seminars, demonstrations, films, lectures, and project presentations. The schedule includes one, two, or three-week units. At the end of each unit, specific projects are presented and evaluated.

Projects undertaken include sound image sequences, pin-hole photography, paper negatives, sequence photography, sound recording, camera image control, single concept films, basic color techniques, sound editing, film editing, sound mixing, synchronous sound-film editing, video recording, multi-media presentations, and television recording.

By design, the program stresses group projects in filmmaking, television production, and multi-media presentations. These collaborative arts emphasize not only the skills of each contributing artist and craftsman but also the intricate social activity needed to coordinate efforts and assure that the highest technical and aesthetic standards are met.

Life on Earth: Past and Present

One Year • Advanced • Three Units Each Quarter

The reconstruction of the history of life and its environments, which is the subject of this advanced Coordinated Study, requires a search into all facets of biology, paleontology, and the geology of sedimentary rocks. The program concentrates on marine, estuarine and fresh-water organisms and habitats which provide the most extensive historical record.

The content of the program involves integrated studies in the life and earth sciences. Concern is primarily focused at the organism level of organization: how the organism lives, how its life is integrated with the demands of its environment, what we can deduce about the answers to these questions as they pertain to fossil organisms. This emphasis should not be construed as systematically eliminating study of organisms at other levels (e.g., cell and population). Rather, we seek the meaning of studies at those levels for the *organism*, because it is the organism which is subject to the process of natural selection.

We expect that students, at the end of the year, will know a variety of field and laboratory techniques and experimental approaches to subject matter; will have some familiarity with organisms of the aquatic environment, their ecological and evolutionary (taxonomic) relationships, and their physiology and behavior; will have learned through frequent practice how to write a scientific paper; will know how to use the library and have a habit of reading journals.

INDIVIDUAL, GROUP LEARNING CONTRACTS

The academic planners of Evergreen had assumed that there would be very few individual learning contracts in the opening year of the College. The preparation of contracts for valuable study depends to a large extent upon acquaintance—of students and faculty and prospective sponsors.

It also seemed fitting that students, faculty, and staff should begin academic work by concentrating upon Coordinated Studies programs. Nevertheless, some of our first students demonstrated the interest and capability necessary to negotiate contracts with the few faculty and staff sponsors available to work with them. As a result, in our early quarters, numerous full-time and part-time students were involved in individual learning contracts.

All individual learning contracts must be negotiated between students and the sponsors who happen to be available at any given time. They depend upon very specific interests at each step. These titles will suggest to you what can happen by showing you what has happened.

A Sampling of Individual Contracts, 1971-72

Full-Time Students

"Psychology of the Mass Media"; "Student Services Internship"; "Meso-American Language and Culture";

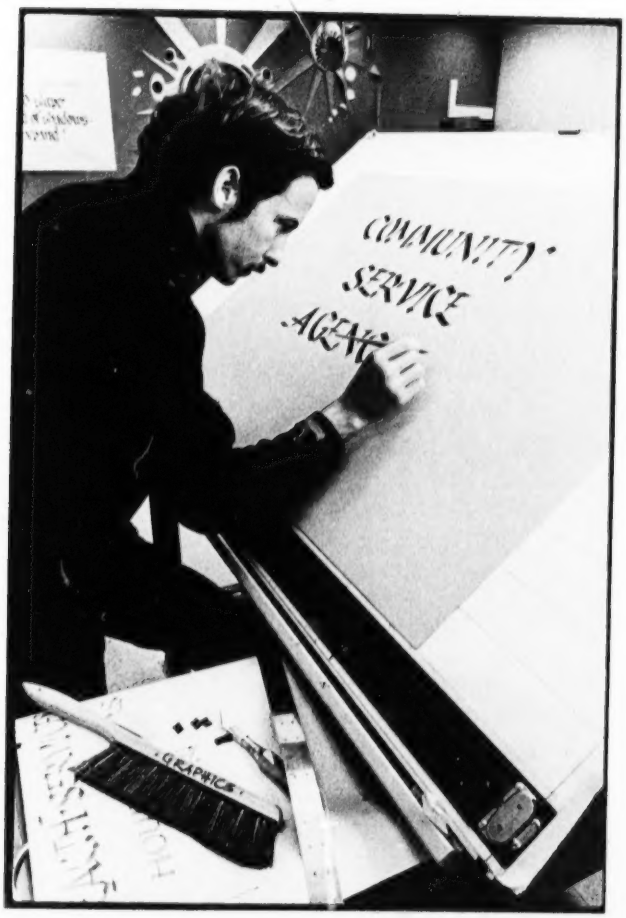
"Development of English Fiction"; "Teaching Internship in Art, Music, Reading"; "Banking Internship"; "Expressions of Death and Burial in the U.S."; "Historiography of the Seventeenth-Century English Revolution."

Part-Time Students

"By, For, and About Women"; "Survey of Statistics"; "Family Therapy"; "Understanding Federal Legislation"; "Alternative Education"; "Tutorial on Urban Planning"; "Photographic Essay: Japan"; "Ear-Training Laboratory Internship."

A Sampling of Group Contracts, 1972-73

"Music"; "The Evergreen Environment"; "Ceramics"; "A Year in Mexico"; "Theatre Arts: from Script to Stage"; "Native American Field Studies"; "Personal, Group, and Organizational Change"; "Man and His Recreational Environment"; "Art and Environment"; "How to Be an Innovative Teacher in a Public School System"; "Impact of Buddhism on the West"; "A Year in Sweden"; "Pest Population Management"; "Studies in History and Culture: Europe and the United States Since the Late 18th Century"; "Whole System Earth: Context and Content for Future Planning and Education"; "Alaskan Pipeline"; "Europe: Study Abroad".



Future Prospects

PROSPECTS, 1973-1974

You will not find here the specific new programs to be offered in 1973-74 and the years beyond. Instead, you will find general essays which set forth our attitudes, hopes and plans. They amount to a comprehensive invitation to belong to this kind of college. Those who wish to join us, as well as those who will be continuing their work here, will receive announcements of specific programs for 1973-74 as the proposals for them are approved—by the early spring of 1973.

HOW COORDINATED STUDIES GROUPS ARE FORMED

There are many stimulating ideas, problems, and needs around which Coordinated Studies programs can be and will be organized. Rather than listing such interests before they have reached the stage of definite proposals, however, it would seem useful to describe how Coordinated Studies groups are formed.

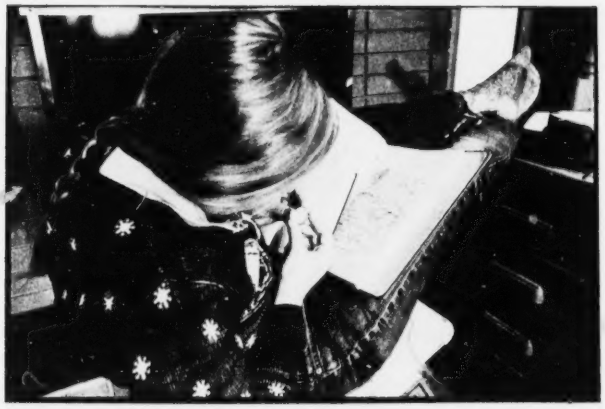
Plans for Coordinated Studies programs are formulated by faculty members. The next series of proposals for year-long programs will be formulated and submitted during the winter quarter of 1972-73.

After a proposal has been approved, each team designs its own program, makes up its own schedule, conducts its own experiments in curriculum design and teaching, arrives at its own agreements for governance, and evaluates its own effectiveness. The team asks for a mandate and gets it. It is up to the team to use its resources, its energy, and its mandate to do something memorable and something significant.

POSSIBILITIES FOR CONTRACTS

Good contracts depend upon a matching of interests between students and sponsors and the availability of the resources needed. Both the coming together of the people and the fulfilling of needs will continue to be somewhat restricted in these early years of the College. Not only do contracts often depend upon acquaintance—only now being formed among our first students, faculty, and staff members; all of us will also have to gain experience with this pattern gradually so that we can achieve the flexibility we seek and still keep our Contracted Studies sensible and strong. Even more important, in these early years, the resources of Evergreen are limited. Our physical facilities and the variety of experience represented by those persons available to sponsor contracts are not yet extensive enough to enable Evergreen to support as many kinds of specialized study as our students might wish to undertake.

You may expect, therefore, that in the early years there may be a preponderance of small-group contracts over individual contracts and of faculty initiative rather than student initiative to get things started. Advanced students who can use the specialized help available will be given priority in arranging contracts. We can, however, tell you now about some of our preparations for more extensive activity in Contracted Studies. We shall never pretend that we have something for everyone; but as we grow and learn, so the opportunities for Contracted Studies will grow.



We assume that all faculty members not fully involved in Coordinated Studies programs during a given period of time will be available to sponsor Contracted Studies (up to a limit of 15-18 students each, according to the specific demands of the contracts and the other demands upon their time—such as running workshops, developing self-paced learning materials, or serving as subcontractors for other projects). There will be a tendency, already observed in our first year, for individual projects begun in Coordinated Studies groups to gather momentum and turn into separate learning contracts.

If you join Evergreen or continue your work here in 1973-74 and the future, you will find increasing opportunities for contracts as more and more faculty members work in Contracted Studies. As both students and faculty members move back and forth between Coordinated Studies and Contracted Studies, we

hope to reach a position in which at least one-third of the faculty will be available to sponsor contracts in any given quarter.

As you think about the sorts of problems you might wish to study through learning contracts, you should also consider the rich variety of skilled assistance which you can receive from off-campus subcontractors. The agencies, industries, businesses, schools, public service institutions, and workshops of the larger community contain many people who can help you, especially in those areas of vocational practice which need not be duplicated on campus but which nonetheless hold large opportunities for learning. The Office of Cooperative Education is hard at work identifying these people and preparing the arrangements through which the students and sponsors engaged in future contracts can make use of their services.

Faculty and staff members will be available to sponsor work in Contracted Studies only over time and by turns. But from these observations and from your reading of the descriptions of 1972-73 programs, you should have a sense of the kinds of experienced and energetic people who will be eager to match interests with you.

SELF-PACED LEARNING

Learning at Evergreen can take place in many forms. Seminars, workshops devoted to skills, and laboratory investigations are a few examples. But we also consider self-paced instructional systems to be an integral part of our resources for learning. The purpose of a self-paced instructional system is to organize one's time and talent in mastering difficult concepts.

We assume that a student can approach various subjects by various routes—books, discussions, firsthand experiences; but also through slides, films, video tapes, audio tapes, and computer programs. We begin by having an inventory of learning materials and devices easily available.

At Evergreen, there will be much writing and discussion, but we also use new techniques, such as computer instruction, sound-on-sound tapes, and other learning programs which enable a student to know how he is succeeding step-by-step and to store his immediate responses for future checking.

A self-paced learning program thus takes a certain kind of information or a procedure out of the standard classroom format and makes it available to the student in a learning resources center. The student masters material on his own time and at his own rate, exactly when he finds it essential to his understanding of some key concept.

Self-paced learning resources will at times be included within the total work of a Coordinated Studies program or as assignments within a learning contract. In some cases, students will devote a whole learning contract, with guidance and evaluation from a faculty sponsor, to the mastery of a series of self-paced learning units. At other times, they may sign a contract to produce new self-paced learning programs. Having investigated those routines which can be studied and mastered by interplay with a tape, film, computer, or other program, students and teachers will not have to devote meetings to mechanical drilling, but can work on the learning they have already developed and plan the next appropriate steps. Students and teachers will thus be better able to use their time together for intensive discussions.

THE SCIENCES AT EVERGREEN

The Evergreen State College is a place where emphasis is placed on collaborative team efforts rather than narrowly competitive individualism. Prospective scientists will not study science in isolation from the rest of the world.

Already, most Coordinated Studies programs at Evergreen have some aspects of scientific thinking woven into their fabric. Students in specific programs move into the laboratory in order to conduct projects growing out of their studies. Similarly, students in Contracted Studies may write contracts that will involve them in research problems in one or another of the sciences. Through either or both of these ways of earning credit, individual students may prepare themselves for advanced studies in the various disciplines of science or may develop a broad understanding of the relationship of science to other areas of human knowledge.

Though Evergreen will not force students into required "major" programs or department-oriented disciplines, a student can specialize in some scientific discipline with a view toward professional capability. The faculty is committed to the interdisciplinary approach in making science teaching itself relevant and more immediately useful, as well as in trying to bring about a meaningful union of science with the arts and humanities. In addition, certain kinds of interdisciplinary scientific investigations which cannot normally be approached at the undergraduate level in other institutions are possible at Evergreen.

Much of the information and many of the skills necessary for tackling real problems in science have traditionally been bound up in courses. At Evergreen, such benefits will be available in the form of self-paced learning modules in learning resource centers. Thus, skills needed for microscopy or concepts necessary for an understanding of photosynthesis can be gained when and if needed by any student in any program and at his or her own pace.

The combined opportunities for group studies, individual research and self-paced learning make the science programs available at Evergreen as varied as the individuals pursuing them. Coordinated Studies programs such as "Political Ecology," "Life on Earth," and "Space, Time and Form" have had great appeal to students planning careers in science as well as to those whose chief interests lie elsewhere. A group contract in the Evergreen Environment has provided advanced work in environmental studies. Individual contracts ranging from anthropological and archeological studies in the Valley of Mexico to research in aquaculture have contributed to the scientific understanding of those who have worked in them.

Resources and Facilities

The Evergreen campus, located in a thousand-acre forest on the shores of Eld Inlet of Puget Sound, provides an excellent location for environment-oriented science programs. The marine biology laboratory fronts on Eld Inlet. Close by, in cooperation with the Washington State Game Commission, the College is developing an Environmental Studies Center on the

Nisqually Delta. Several ecological reserves exist within the thousand-acre campus, and the college owns 3,300 feet of Puget Sound shoreline. Mud flats, oyster beds, a salt-water marsh, protected coves for overwintering waterfowl, and a ready supply of barnacles, clams, jellyfish, and other marine invertebrates are right at hand.

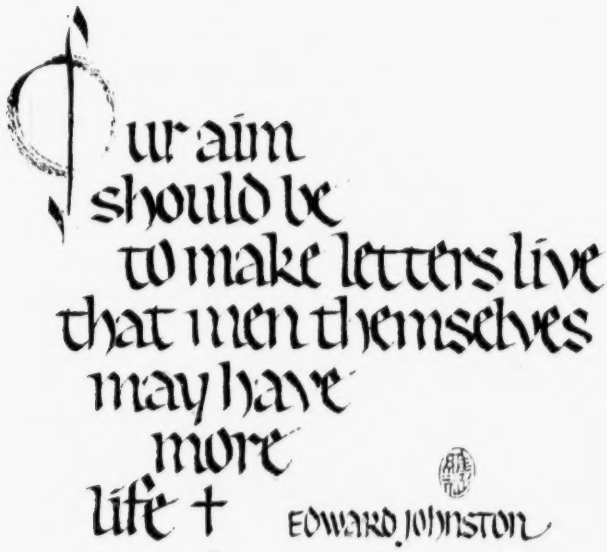
Extensive on-campus laboratory facilities are available to interested students. In keeping with the interdisciplinary philosophy of Evergreen, research laboratories for the sciences exist side by side with ceramics studios, metal sculpture shops, and auto-tutorial learning-resources centers.

All of the science laboratories are designed for teaching and research projects. No exclusive chemistry, physics or biology teaching-laboratories exist. Science education will always be project- and research-oriented.

Included in the laboratory facilities is a hybrid computer-assisted instructional system. This system, combining a digital NOVA computer with an analog computer, provides a valuable learning alternative for students who are not conversant in higher mathematics. Beyond this, the College has a computer center dedicated to undergraduate educational use.

Laboratory facilities also include animal rooms; greenhouses; wood, metal, electronics, glass and plastic shops; aquaria and growth chamber rooms; electron microscope laboratory; and photography facilities. Of particular interest is a large two-story terrarium where students can simulate environments to provide learning resources as well as to interpret various aspects of nature to the general public. Certain common instrument rooms are glassed in so that visitors and users alike can share some of the excitement of interesting work being done. Standard equipment needed for investigations in any of the sciences is available.

However, please remember that specialized work in science is possible only to the extent that faculty and facilities are available. At present varied opportunities for study in the physical, biological and earth sciences do exist. Remember too, that the responsibility for specialization will be upon the student. He will have to decide what he wants to do, find out what he must do to accomplish his objectives and then do the work to the satisfaction of both himself and the faculty member or members working with him. Within these limitations, the progress of a student specializing in some particular area is dependent entirely upon his imagination and his capacity for work.


Our aim
should be
to make letters live
that men themselves
may have
more
life †
EDWARD JOHNSTON

THE ARTS AT EVERGREEN

Coordinated Studies programs, involving the arts, emphasize collaborations among artists (poets, musicians, filmmakers, dramatists, actors, dancers, sculptors, printmakers, painters, designers, craftsmen); collaborations between artists and scientists; and between artists and scholars.

At present Evergreen is well equipped for collaborative artistic activity in film, video, and multi-media work. Our present capabilities for computer graphics, for animations, and for the electronic synthesis of music can serve as evidence for our interest in collaboration involving musicians, visual artists, filmmakers, scientists, mathematicians, computer specialists, and electronic engineers. Ceramics, printmaking, sculpture and painting can be pursued in new well-designed facilities. Other specialized art work in music and drama is currently accomplished in limited, temporary, or make-shift spaces. Further facilities for arts will be constructed in the years ahead.

Despite these limitations we wish to pursue creative explorations in an environment where ideas (not narrowly "artistic" ideas, but all ideas which have exciting potential for aesthetic exploration) are in constant exchange, and where the likelihood of making discoveries grows as students learn to move more easily among several disciplines.

Our approach to the study of the arts is "holistic." Thus, when students are introduced to the history of the arts, they are encouraged to find ideas and images in past and distant cultures which bear vital meaning

for the present. They are also encouraged to see various cultural phenomena as part of a global human culture, a fabric that is being constantly rewoven and experienced anew. They may perceive, for example, how the experience of black men in Africa and later in America has found artistic form and expression, and how this experience relates to styles of art and life which we find to be current and "peculiarly American."

Within this atmosphere of cross-disciplinary collaboration and integration, students who wish to pursue careers in the arts can prepare for further professional study and work. The responsibility for specialization, however, rests with the student. If a student has demonstrated readiness for more specialized work in the arts, he will have the opportunity to negotiate contracts for long-term artistic projects on campus, and internships, apprenticeships or other field work off campus.

According to the resources available and the degree of current interest in a specific activity, all Evergreen students will have the opportunity to engage in the arts through credit-bearing or extracurricular projects and programs. Musical groups such as a jazz ensemble, a choral ensemble, a music-theater company, and other chamber ensembles for classical, folk, and rock playing—all these will continue to function as long as there is student interest. A comparable range of opportunities is being made available to students with interests in drama, dance, film, ceramics, weaving, printmaking, printing, painting, and sculpture.

PUBLIC EVENTS

As it grows in strength and size, Evergreen will provide a good number of films, exhibits, lectures, symposia, concerts, plays and other presentations. Unlike the "artists' series" and visiting lectureships at most colleges, however, the offerings at Evergreen will usually be related to academic programs and other ongoing campus activities. They will grow out of the day-to-day concerns of the students, faculty, and other staff.

Most of these events will be open for the whole campus and the community beyond the campus. Some of them will be generated directly from the work of Coordinated Studies programs or participants in learning contracts. Others will be produced by special interest groups of students, faculty, other staff, and friends from the surrounding community. Some will be presented by visiting artists and scholars; but whenever possible, visiting performers and lecturers will not appear on campus for the events alone. Instead, their visits will be incorporated into the programs of Coordinated and Contracted Studies or the interests of clubs and other groups. The visitors will be available for discussions, conversations, master classes and specific teamwork. They will provide larger contexts in which the public events themselves can have greater meaning.

Because the academic programs of Evergreen are more than usually flexible and responsive, we shall often be able to arrange public performances as more

than "extracurricular activities," rehearsed for or attended separately from the normal day's work. Instead, we can incorporate them into our programs or even plan new academic programs to produce them. For example, it may soon be possible to offer a Coordinated Studies program aimed at performances of a play and designed for about forty students and two faculty members. The program team would work out assignments as actors, technical staff and production staff. The team would concentrate on studying the play thoroughly; reading other works by the playwright, his predecessors and his contemporaries; studying theatrical techniques; but always sharing in the total project. At the culmination of the program would come the performances of the play on campus and perhaps even "on the road."

Extend this procedure into performances of music and dance, or into shows of visual artworks and mixed-media productions, and you will get some idea of how we intend to connect the study of the arts with the practice of the arts. Think about how other kinds of programs and contracts and club activities can lead to lecture-demonstrations, documentary films, presentations of slides or video tapes or audio tapes, symposia, or conferences, and you will understand how groups can make their ideas count on the campus and in the larger community.

FOREIGN LANGUAGE STUDY

Evergreen recognizes at least three types of needs for training in foreign languages:

1. The student preparing to study or to work abroad will need nearly complete mastery of the spoken and written language of the country he will visit.
2. Some students will need to acquire much skill at reading a foreign language and some conversational skill in order to pursue their chosen patterns of study. They may, for example, wish to read literary works in the original languages or to deal with secondary sources in foreign languages relating to their main interests.
3. Some students who may already have invested substantial effort in the study of a foreign language may wish to keep up or improve their fluency. They may even wish to concentrate their studies upon a foreign language or upon comparative linguistics.

There are no "language requirements" at Evergreen, except as they might arise naturally from one of these needs. For instance, students desiring to participate in a program including study abroad will be required to gain competence in handling the language before they go.

Evergreen plans to satisfy student needs for foreign language training in a number of ways:

We hope to be able to provide *total immersion* programs in a number of languages—either on campus or

elsewhere. In these programs, students should hear, speak, and read the foreign language for several months, all the while participating in rigorous problem-oriented seminars, workshops, and autotutorial programs in the foreign language.

We also hope to provide less intensive autotutorial and person-to-person studies in a variety of languages. These might be pursued over a long period of time and recognized by tests administered for credit as part of a learning contract.

Eventually we hope to be able to provide skills workshops, individual tutoring, and group tutoring in certain languages. If resources and student demand permit, we also hope to conduct regular seminars in foreign languages. In any case, we shall make every effort to enable those who have already acquired some skill in a foreign language to *use* it in the normal pursuit of their studies.

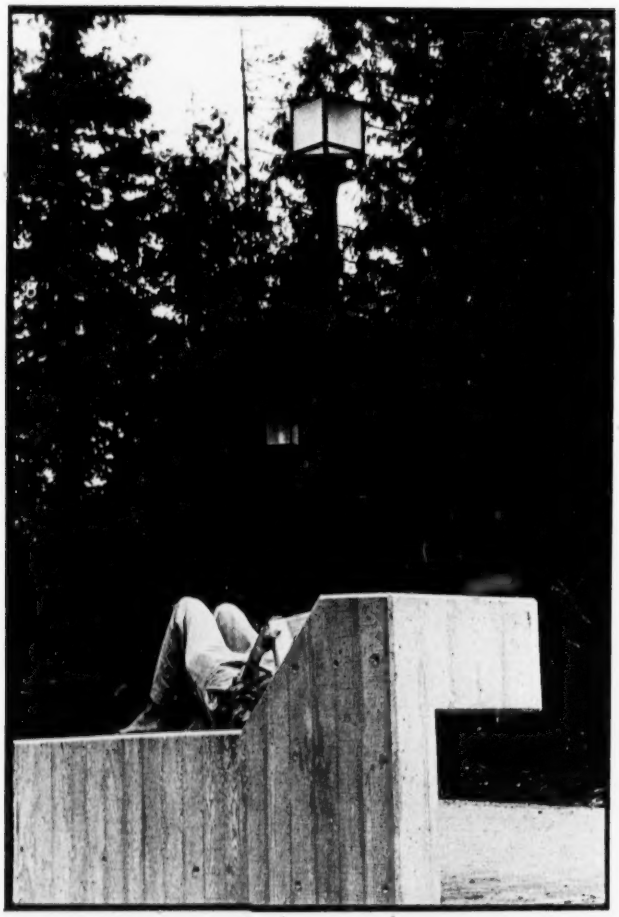
We want foreign language study at Evergreen to include not only the usual European languages but also certain Asian and African languages if staff, facilities, autotutorial resources and interest permit.

Incoming students, however, should understand that planning for such an extensive program in foreign languages is only in its initial stages. It may be several years before Evergreen can satisfy a broad range of student needs and desires for foreign languages.

STUDY ABROAD

Evergreen intends to provide opportunities for many students to study foreign areas and cultures at first hand. We shall offer some Coordinated Studies programs which will first immerse the student in the language, history and culture of a foreign land and then enable him to continue his studies in the foreign land itself. We shall provide other opportunities for less formal and perhaps briefer periods of study abroad in conjunction with programs or projects developed at Evergreen. In Contracted Studies, it will be possible for teams of fifteen students and one instructor to work abroad for full credit while still remaining enrolled on the Evergreen campus.

When we cannot provide such opportunities directly, we shall help students to enroll in programs operated by other institutions and agencies. Generally, if a student needs foreign study in connection with some project essential to his education, we shall attempt to facilitate this study.



Evaluation · Career Planning · Credentials

EVALUATION, THE PORTFOLIO

Evaluation

More important than the units of credit recorded and the assurance that you are in good academic standing will be the evaluations you receive of your performance. Within a Coordinated Studies program, you will be constantly evaluated and tested by your seminar leader in individual conferences and through comments on the assigned work you turn in. You will test your own mastery of self-paced learning units and will be tested by your faculty team for other kinds of skills and knowledge. You will be continually engaged in mutual critiques with the other members of your seminar and of the Coordinated Studies group and perhaps even face the criticism of a larger audience if your work leads to a performance, a publication, or an exhibition. In a group learning contract, you will also face continual evaluation by your teammates. In any contract, your work will be carefully scrutinized by your sponsor and any subcontractors who may be involved, on or off campus. Because you will not be competing for grades, critical evaluations by your teammates and faculty will be directed toward helping you, not toward standardized comparisons.

The Portfolios

When you have completed any contract or program for a unit or multiple units of credit, the quality of your performance will be evaluated in documents to be added to your *Official Portfolio*. The Office of the Registrar will keep your Official Portfolio, adding to it

the three basic documents for each award of credit. Each unit of credit or block of units will be represented by at least three documents: (1) the Coordinated Studies program description or your contract; (2) an evaluation of your performance by your seminar leader or sponsor (and any subcontractors or off-campus supervisors), especially as it relates to your previous level of experience and capabilities; and (3) a statement by you, commenting on what you feel you have learned and evaluating the guidance and support which you received.

You and your seminar leader or sponsor will maintain your own larger "*Traveling Portfolio.*" In addition to the basic documents it will include samples of your work—written, photographed, drawn, or taped. When the time arrives for you to leave Evergreen, you will have the opportunity to include selected examples of your work directly in the Official Portfolio as part of a microfilmed permanent record. Your Traveling Port-

folio will go along with you from sponsor to sponsor, from program to program, always growing in size and in specific detail. It will give you and your prospective sponsors and seminar leaders an ever clearer comprehension of where you have been, where you are, and the direction in which you should be moving. Thus, in lieu of departmental majors or required tracks, it will make possible a continuity of planning for you and your advisors. If your interests make it advisable for you to transfer to another institution, the portfolio will indicate what your Evergreen credit means. Otherwise, as you graduate, your Official Portfolio will become the full record of your undergraduate career and will represent to employers or to professional schools the quality and extent of your work.

CAREER PLANNING

Evergreen provides many opportunities for you to prepare for your career after graduation. Basic Coordinated Studies programs proceed by the sharing of many viewpoints, many kinds of experiences, and a responsibility for learning how special vocations bear upon central problems. Advanced Coordinated Studies programs and Group Contracts focus strongly on special problems involving special fields. Individual contracts enable students first to sample various kinds of specialized work on or off campus and then to engage in extensive periods of on-the-job learning. Thus you can sequence your academic programs toward a career.

We do not have departments labeled by traditional subject headings at Evergreen, nor do we have "majors." But we do offer specialized facilities and resourceful people who can help you to penetrate quite far into various academic disciplines and into pre-professional training. Chances for field work, internships, and other kinds of experience off campus will allow you to try out your interests in highly practical ways.

In the Evergreen Bulletin for 1972-73, we suggested several illustrative programs of study to suggest how a small number of typical students might put together Coordinated and Contracted Studies during their careers at the College and where these experiences might lead them. Several of them have altered their future lives a bit since last year, but they can still indicate the sorts of four-year and two-year schedules which you and your sponsors and seminar leaders might well work out.

(Four Years)

Barbara Black (generally interested in public affairs, law, management)

First Year: Coordinated Studies, "Causality, Freedom and Chance."

Second Year: Contracts in political science, philosophy, journalism; one quarter Coordinated Studies in American Studies.

Third Year: Advanced Coordinated Studies in political systems; internship in a law firm.

Fourth Year: Contract for two quarters of internship in a state governmental agency; then helps to organize and lead a one-quarter group Contracted Study in Washington State Government.

• • • takes up a position in a governmental agency.

Max Blau (interested in literature, music, perhaps teaching)

First Year: Coordinated Studies, "Human Development."

Second Year: Continues "Human Development"; and internship as a teacher's aide in a primary school, helping with reading and music.

Third Year: One quarter Coordinated Studies, examining the similar and different roles of men and women in the arts; one quarter contract on problems of higher education; one quarter group contract on educational administration.

Fourth Year: Coordinated and Contracted Studies in educational psychology.

• • • goes on to graduate program in education; becomes a school administrator.

Roger Redmond (interested in business management and finance)

First Year: Coordinated Studies: "Individual, Citizen, and State."

Second year: Coordinated Study in American and comparative governmental systems.

Third Year: Group Contract in advanced mathematics and computer programming; individual contract in economic theory; Cooperative Education internship contract in banking (in local bank).

Fourth Year: One quarter internship in a state regulatory agency; one quarter advanced Coordinated Study in fiscal policy; one quarter individual contract in business law.

• • • accepts a position in a bank.

Arthur Brown (interested in graphic art and drama)

First Year: Coordinated Studies, "Space, Time, and Form."

Second Year: Group contract in drawing, painting, mixed media work. One quarter Coordinated Studies in modern drama, leading to the production of a play (for which he designs sets). Three months internship with Seattle Opera design and production staffs.

Third Year: Advanced Coordinated Studies in photography, television, and film.

Fourth Year: Group Contract on business management of artistic enterprises; internship contract with Thurston Regional Arts Council.

• • • takes up employment as graphics specialist in Seattle public-relations agency.

Cynthia West (interested in natural science, business management)

First Year: Coordinated Studies, "Political Ecology."

Second Year: Contracts in biology, computer science, American historical attitudes toward nature, field expeditions with sponsor to redwood forests.

Third year: Coordinated Studies in natural conservation: historical attitudes and present problems.

Fourth Year: Contracts on and off campus in chemistry, forestry, wood-products industry.

• • • goes to graduate school leading to a position with a wood-products industry.

Jane White (interested in Japan)

First Year: Coordinated Studies, "Individual in America."

Second Year: Coordinated Studies, "Japan and the West" with total immersion quarter in the Japanese language.

Third Year: Continues study in Japan, with internship in the public relations office of a Japanese industry.

Fourth Year: Group contracts in Oriental studies, economics; individual self-paced learning contract in accounting and cost-analysis procedures. Contract for internship with a Northwest business firm dealing with Japan.

• • • goes to graduate study in business administration, leading to an industrial position involving Japanese-American trade relations.

(Two Years)

Jim Nord (interested in social and political issues, electronics)

Third Year: Coordinated Studies, "Image and Idea".

Fourth Year: Contracts for internship in television studio, journalism, development of media at Evergreen; group contract in sociological techniques.

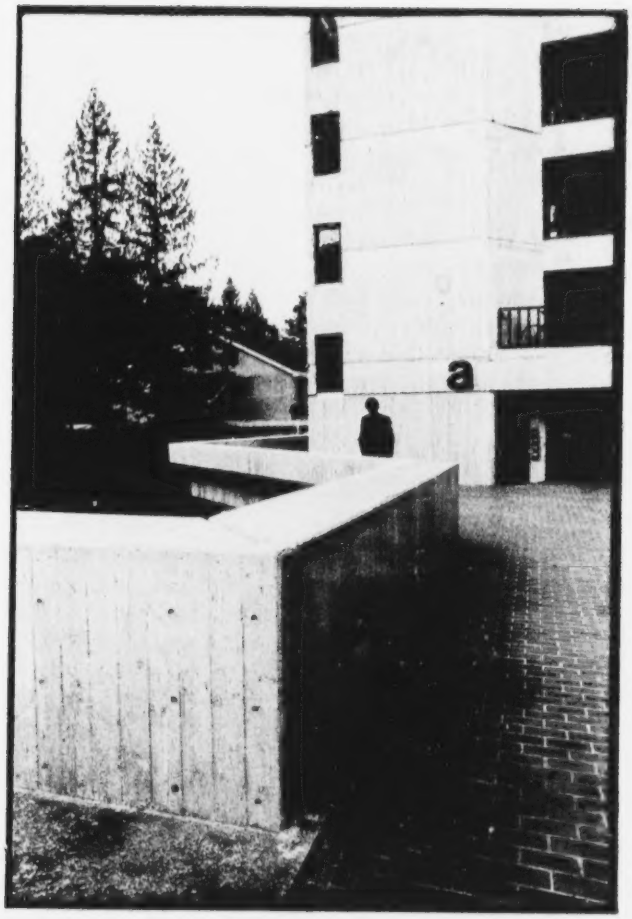
• • • takes up a position with a television station, planning to continue work in broadcast journalism.

Whatever pattern you will devise within the resources which Evergreen can make available to you, the result will be a sequence of programs and projects tailored by you and your advisors to fit your needs, career plans, and complementary interests as closely as possible.

EVERGREEN CREDENTIALS

Because of differences in educational thinking and in systems of registration and reporting, the necessity may arise for translating the Evergreen credit you have earned into other frames of reference. Should you apply to a professional school or desire to transfer to another college, your seminar leaders will help you make these translations. The work you have done in Coordinated Studies programs and in learning contracts can, if necessary, be described as equivalent to a certain amount of course work in a certain range of subject-materials, according to more traditional systems. The credit you earn at Evergreen will be acceptable elsewhere, allowing for the various requirements and policies of various institutions.

As you prepare to leave Evergreen, you should find your portfolio to be most helpful as a way of describing to future employers or to other academic institutions the preparation for a career which you have made at Evergreen.



Governance

GOVERNANCE AND DECISION-MAKING AT EVERGREEN

Introduction

Evergreen is an institution in process. It is also a community in the process of organizing itself so that it can work toward clearing away obstacles to learning. In order that both the creative and the routine work of the community can be focused on education, and so the mutual and reciprocal roles of the various members of the community can best reflect the goals and purposes of the College, a system of governance and decision-making consonant with those goals and purposes is required.

To accomplish these ends, governance and decision-making in the Evergreen community must have the following qualities:

1. The procedures must reflect the Evergreen approaches to facilitating learning, and recognize the responsibility of the President and the Board of Trustees for institutional direction.
2. "What to do" and "how to do it" should be decided "where the action is", that is, at the administrative level closest to those affected by a particular decision.
3. "Where the action is" should be locatable.
4. All people responsible for deciding "what to do" should be accountable.
5. "What to do" and "how to do it" should be decided after consultation and coordination. Who is to be consulted, and what is to be coordinated are part of the definition of "where the action is".

6. Consultation and coordination should be:
   a. primarily concerned with substantive issues;
   b. normally involving people who are affected by and interested in the issues.
7. Oligarchies are to be avoided.
8. In the Evergreen community, individuals should not feel intimidated or be subject to reprisal for what they say.
9. In cases of conflict, due process procedures must be available.
10. The procedures must respond automatically to growth and be evaluated periodically.

Governance and decision-making in the Evergreen community must not:

1. Separate the Evergreen community into constituencies with some sort of traditional representative form of government.
2. Require decisions by vote.
3. Call for standing committees and councils.
4. Stifle experimentation with new and better ways to achieve Evergreen's goals.

The following system, designed to accomplish these objectives:

1. Calls for the continuous flow of information and for the effective keeping of necessary records.
2. Provides for getting the work done and for making decisions where the action is.
3. Allows for creative policy making, including a policy initiation process open to any member of the Evergreen community.
4. Insists on the speedy adjudication of disputes

with built-in guarantees of due process for the individual.

5. Has built-in methods for evaluating—and if necessary, changing—the system.
6. Attempts, in every instance, to emphasize the sense of community and to require members of the community to play multiple, reciprocal, and reinforcing roles in the community enterprise.

The Legal Nature and Status of The Evergreen State College

The Evergreen State College, established in Thurston County by the 1967 Washington State Legislature, operates under the provision of the Revised Code of Washington (RCW 28B.40). Management of the College, care and preservation of its property, erection and construction of necessary buildings and other fa-

cilities, and authority to control collection and disbursement of funds is vested in a five-member Board of Trustees appointed by the Governor with the consent of the Senate for six-year overlapping terms. Board members serve without compensation. Evergreen's president is chosen by and is directly responsible to the Board of Trustees for executive direction and supervision of all operations of the College. The Trustees and the president in turn delegate many duties and responsibilities to others in the Evergreen community. The governance system of Evergreen recognizes the legal nature and status of the College as well as the *de facto* system whereby the community works toward achieving its goals and purposes.

The president may delegate responsibility and authority to the vice presidents. They in turn may delegate duties to deans and directors, etc. *The essential business of the community—to foster learning—is the responsibility of everyone in the community, and cannot be delegated.*

Information, Communications and Record-Keeping

The Evergreen community needs to be open, self-conscious and self-correcting if it is to be both viable and innovative. The left hand does need to know what the right hand is doing. Furthermore, Evergreen needs to be able to remember the important things both its left and right hands have done, and with what degree of success or failure they have done it.

(In keeping with the original mandate of the Committee on Governance, an *Information and Communications Center* has been established.)

The College Forum. As an occasion for all concerned members of the Evergreen community to come together; to think together; to talk, listen, and reason together, the College Forum meets regularly.

The president of the College leads the Forum discussions. He is responsible for preparing and publishing an agenda, but it is to be understood that the agenda is open-ended. The Forum is not a decision-making body. It is a place and a time and a gathering where hard questions can be asked, where dreams can be told, where plans for a better college may first see the light of day.

In addition to the College Forum, similar forums led by vice presidents, deans and directors, etc., are en-

couraged. These forums may allow for more focused discussion in specific problem areas of the community enterprise.

The College Sounding Board. As an important all-campus information and coordination body, the College Sounding Board meets on a regular schedule to facilitate coordination of activities among all areas of the Evergreen community. This group is not vested with binding decision-making powers, but it does constitute a consultative pool or "sounding board" where discussion and advice on issues affecting various areas in the College can be heard, and needs for coordination can be aired.

The membership is constituted as follows:

1. The president is a member of the Sounding Board.
2. Each vice president appoints no more than 10 persons from his area of responsibility as members of this body.
3. 13 students regularly serve as members of this body.

The students serve as facilitators to all members of the Evergreen community in areas of initiative petitions or proposals, help individuals locate where the action is, and otherwise facilitate communication and coordination on campus. They are selected from various academic program areas, with assurances that women and persons from ethnic minority groups are represented.

Every member of the Sounding Board serves in this facilitating role, and participation on the Board serves to acquaint its members with the multitude of prob-

lems decisions, plans, etc., that typify an active center for learning. Each member of the Board must arrange for a substitute if he or she is to be absent from any particular meeting.

The College Sounding Board selects a moderator and a recorder for a limited term. These responsibilities are rotated through the Board membership. The moderator sees that the group meets on a regular schedule, prepares and publishes an open-ended agenda for each meeting, and assures a free and open discussion of the issues. The recorder is responsible for reporting the issues discussed.

Getting the College's Work Done: Patterns of Administrative Decision-making

Decision-making at Evergreen takes place "where the action is", that is, at the administrative level closest to those affected by the particular decision. Those responsible for making the decisions must be locatable and accountable; they are expected to obtain input and advice from concerned parties as a regular part of the decision-making process.

Locatability. Location of those responsible for the functioning of various areas of the community is identified in the College organizational chart, the Faculty Handbook, and the Business Policies and Procedures Manual. Delegated duties and responsibilities should be made as explicit as possible, and information regarding the decision-making roles of various members of the Evergreen community should be made easily

available in the College Information and Communications Center. Members of the College Sounding Board will also serve as information sources on these questions of locatability.

Administrative Evaluation and Accountability. Accountability for decisions made or not made, and the degree to which those affected have been encouraged to make inputs into the decision-making process, will be reflected in the College's system of administrative evaluation. Like the student and the faculty evaluation procedures, the administrative evaluation must emphasize growth in learning how to perform more effectively the roles for which the individual is responsible. The procedure (still being developed) will include a large element of self-evaluation and evaluation by peers, but must also include clear opportunities for input by those other members of the College community who experience the results of the administrative processes. It is through this evaluative procedure that the community can express itself most constructively on the effectiveness of the administrative process and the degree to which it is being responsive to the needs and the long-term interests of that community. Without a smoothly functioning procedure encouraging evaluative contributions from a wide circle of community opinion concerning the administrative performance of the decision-makers in the College, the campus community cannot be expected to place its confidence in the system of governance elaborated here. Administrative evaluation is therefore central and essential to the workability of the governance pattern proposed.

Consultation, Input, and Advice. The Evergreen State College wishes to avoid the usual patterns of extensive standing committees and governing councils. Instead, decisions are made by the person to whom the responsibility is delegated, after appropriate consultation.

At least three major avenues for consultation and advice are open to a decision-maker within the College, depending upon personal style and the scope of the problem. The person may wish to: (1) simply solicit advice on a direct and personal basis; (2) select a Disappearing Task Force (ad hoc committee) for the purpose of gathering information, preparing position papers, proposing policy, or offering advice; (3) appoint a longer term advisory body for counsel on a matter requiring expertise (this option should be used infrequently to avoid the "standing committee syndrome").

Three major resources exist for selection to these consultative processes:

1. The Natural Consultative Pool—Certain decisions have an effect only on a limited number of persons who are easily identifiable.
2. The Community Service List—All members of the Evergreen community are eligible for selection to the list by a random selection process. Names are drawn from the list following the random order in which they were selected. Service on the list is considered a responsibility and a privilege of membership in the Evergreen community.
3. The Voluntary Service List—In addition to the Community Service List an Evergreen Voluntary Service List is compiled by the

computer center. Any member of the Evergreen community may have his name added to the list, and if he so desires may specify certain interest areas where he would wish to serve (e.g., Bookstore, DTFs dealing with experimental housing, administrative service, sports, etc.). This list is available through the Information and Communications Center. Any individual or group can use this list to locate individuals to serve on DTFs, to identify people with certain interests, or to find talent and expertise. Those placing their names, interest areas, etc., on this list will have entree into the governance process in ways not immediately provided by the Community Service List. The College is advised to experiment with all aspects of the service list concept. It may prove to be an important innovation in the campus governance system.

Initiative Processes

In addition to those who by law or by delegation of duties and responsibilities are charged to develop policy in the performance of their duties, any member of the Evergreen community can write a proposal, gather together a Disappearing Task Force to develop a proposition, or present a petition. The appropriate administrative officer is obliged to read and act upon such proposals at the earliest possible time after receipt of said proposals in finished form. If accepted by the appropriate authority, the proposal will become official Evergreen policy and will appear in the next Evergreen Bulletin, Faculty Handbook, Business Policies and Procedures Manual, or other official Evergreen documents. Proposals not accepted will be returned to their initiators along with the reasons for rejection.

Aid and advice on the initiative process are available to individuals and groups from members of the College Sounding Board as well as from the Information and Communications Center.

DTFs or other consultative bodies can be formed in the same manner as indicated earlier in this document.

Adjudication of Disputes, Grievances, and Appeals

The grievances and appeals system at The Evergreen State College is designed to:

1. Reflect the programs and character of the institution and apply to all members of the community.
2. Provide a working system where appeals can be heard in the least possible time; one that is capable of speedy resolution of conflict and grievances.
3. Provide a *campus* adjudicatory apparatus, not one intended to operate in place of civil authority.

   The appeals system should be required only when all prior attempts to resolve disputes and grievances "where the action is" have failed. All members of the Evergreen community should feel a heavy responsibility to make every effort to solve individual and community problems imaginatively and constructively without resort to this system.

Appeals Procedures. In the event that satisfactory resolution of disputes or grievances is not achieved, or in cases of appeal for infraction of the code of conduct, the following procedure will be employed:

1. It is the responsibility of the individual or individuals affected to initiate the process.

2. The first step involves written notification of an appropriate facilitator (a member of the Sounding Board or others as selected) regarding the dispute or grievance. This notification should include all necessary details about the dispute. The facilitator establishes that appropriate prior attempts at resolution have been made. He then forwards the written grievance to the appropriate person or office (coordinator, dean, director, vice president, or president).
3. The appropriate person or office notifies the individual or individuals involved of a time and place for a hearing. (This hearing must take place within one week of notification of dispute.)
4. The hearing board is constituted in the following way:
   a. The board consists of five members representing each disputant.

b. Members are selected from the Community Service List.
c. The hearing board reflects the peer groups of the disputants.
d. The members are selected by a random number process from identified peer groups.
e. Each side represented in a dispute has the right of two peremptory challenges.

5. The decision of the hearing board is binding on all parties concerned. However, if the sanction imposed by this hearing body involves possible suspension, a fine in excess of $25, an official institutional reprimand which would become a part of the individual's permanent record, or a matter of serious principle, then the decision can be appealed to the All-Campus Hearing Board.

All-Campus Hearing Board. All-Campus Hearing Board hears conflicts of a serious nature which are appealed from other hearing boards.

At the beginning of each academic year, the President impanels three members of the Board. These members have the authority to review all appeals documents and to decide in advance which cases it will hear. At the time when a case is to be heard, four additional members, representing the peer groups of the disputants, are selected for each individual case. All Board members are selected from the Community Service List utilizing variations of the random number/peer group process. Each side represented in a dispute has

the right of two peremptory challenges. The only appeal within the institution beyond the All-Campus Hearing Board is by petition to the Board of Trustees. The Board of Trustees may also, on its own motion, review any decision of the All-Campus Hearing Board and affirm, modify, or reverse that decision.

In cases heard by the All-Campus Hearing Board, disputants will:

1. Receive adequate (5 to 10 days) written notice of the nature of the grievance and possible sanctions (where appropriate).
2. Receive written notice of the date, time, and place of the hearing.
3. Be advised of the names of the witnesses who will appear in the case.
4. Receive a fair hearing.
5. Have the right to present a defense and witnesses and the right to cross-examine opposing witnesses.
6. Have access to a transcript of the proceedings and the findings of the Board.

Evaluation of Governance

Necessary and essential amending of this document is to be accomplished through the initiative procedures contained herein. Every five years, the President shall convene a Commission to evaluate the Evergreen governance system. It will be the responsibility of that Commission to affirm its effectiveness or to propose changes. When changes are proposed, they shall be

published for discussion within the Evergreen community. At the discretion of the President, in appropriate consultation, recommended changes may be subjected to suitable ratification procedures.

Conclusion

Most contemporary forms of academic governance have taken shape from the faculty struggle for power and from the continuing conflict between faculty and administration. The faculty has clothed its cause in democratic rhetoric, and college presidents have been reluctant to stand against the language of Jefferson. But a public college is not a state. A public college is not a self-governing body politic. It is the educational and initiatory agency of the state. Its work is learning, not self-government.

At Evergreen, we have designed, and hope to perfect, a simple system of academic government that grows out of and meets the needs of the teaching enterprise. We have not used the federal government as a model, and we are not going to use inappropriate political rhetoric. Our organizational, administrative, and policy-formulating structure must reflect our teaching function.

At Evergreen, we assume a community built upon commonality of interest, instead of upon inevitable conflict between irreconcilable interest groups. We assume cooperation between members of a single interest group. Those who come together at Evergreen will do so because they want to, because they want to become fellows.

Evergreen will not be the place for students, faculty, deans, or presidents who function best in overt or covert conflict.

Pressure-group politics is not the way to search for great curricular ideas, and is not the way to run an educational community. Conflict, pressure, non-negotiations, and confrontation politics will not create a fellowship—war perhaps, maybe a standoff, constituencies certainly, but not a reasonable community.

Evergreen must try to avoid a labyrinth of college-wide and departmental committees. Instead, proper power, opportunity, authority, and responsibility will be distributed functionally to those groups of faculty and administrators who need it to do the work they must do. This means that the president, vice

president, and deans will set limits—wide limits—and the faculty teams will explore widely within those limits. We want to insure maximum administrative support for the widest possible exploration and elaboration of the Evergreen programmatic ideal. We want to provide cooperating teams of faculty with opportunities for the design of better ways of learning. We want to provide for continuous self-study and self-evaluation by students, faculty, and administration; and continuous critical self-study of the entire College. Evergreen is to have a growing, changing, living curriculum, faculty, and administration.

Our system of decision making, evaluation, and appeals has been designed specifically to support the teaching and learning programs peculiar to Evergreen. Though it is the product of months of careful deliberation, it is not intended to stand unchanged for all time. It is a system that is to be tried and evaluated, and it is to be changed for the better on the basis of experiment and experience. This document is subject to review and to change by processes analogous to those which originally created it.

SOCIAL CONTRACT
AMONG THE MEMBERS OF
THE COMMUNITY OF
THE EVERGREEN STATE COLLEGE

Introduction

In its life as a community, The Evergreen State College requires a social contract rather than a list of specific prohibitions and essentially negative rules. The contract, open to modifications over time and responsive to the changing circumstances sure to attend the institution's future, represents a commitment by each one of us to search for the set of agreements that define the spirit that we are trying together to engender at the College, that indicate the conditions that support the primary purposes for which Evergreen was called into existence, and that specify the principles under which all of us can live together as civilized and decent people who share the often very different excitements of learning.

All persons who become affiliated with the College as students or as employees agree as a condition of acceptance of employment to conduct themselves according to the principles embodied in these documents. This arrangement precludes the necessity of collecting signature cards and of requiring the occasionally distasteful signing of formal "oaths."

Basic Purposes

The Evergreen State College is an association of people who come together to learn and to help each other learn. Such a community of learners can thrive only if each member respects the rights of others while enjoying his own rights. It depends heavily on a network of mutual trust and an atmosphere of civility; and it grows in its human utility only if each of its members lives up to the responsibilities for honesty, fairness, tolerance, and the giving of his best efforts as those efforts are entailed by his membership. Students, faculty, administrators, and staff members may differ widely in their specific interests, in the degrees and kinds of experience they bring to Evergreen, and in the functions which they have agreed to perform. But all must share alike in prizing academic and interpersonal honesty, in responsibly obtaining and in providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration.

These considerations directly imply the necessity of an organized structure to achieve the goals of more effective learning, a system of governance that encourages widespread participation in the making of College decisions (See *Governance and Decision-Making at Evergreen),* and a full awareness on the part of every member of the community of how his behavior influences the climate and the spirit of the campus. If the spirit and climate of the College are to promote learning most effectively, then each member of the community must protect in an active, thoughtful, and concerned way (a) the fundamental rights of others in the community as citizens, (b) the right of each member of the community to pursue different learning objectives within the limits defined by Evergreen's resources in people, materials and equipment, and money, (c) the rights and obligations of Evergreen as an institution established by the State of Washington, and (d) the rights of all members of the community to fair and equitable procedures for determining how, when, and against whom the community must act when its safety or its integrity has been damaged. Even more important, however, is the requirement, difficult to define and impossible to legislate, that each member of the Evergreen community concern himself with how the College can become a more productive, more humane, and more supportive place in which to learn. This requirement entails an explicit and continuing consideration of the delicate balances in the relationship of the members of the Evergreen community to each other and to the institution itself.

Evergreen and Society

Members of the Evergreen community recognize that the College is inherently and inescapably a part of the larger society as represented by the State of Washington, which funds it, and by the community of greater Olympia, in which it is located. From this state of affairs flow certain rights for the members of the Evergreen community, certain conditions of campus life, and certain obligations.

Among the basic rights are freedom of speech, freedom of the press, freedom of peaceful assembly and association, freedom of belief, and freedom from personal force and violence, from threats of violence, and from personal abuse.

Freedom of the press implies the right to freedom from censorship in campus newspapers and other media. Concomitantly, such publications are subject to the usual canons of responsible journalism, to the law of the press, and to the same conditions of self-maintenance that apply to other forms of public communication.

There may be no discrimination at Evergreen with respect to race, sex, religious or political belief, or national origin with respect to admission, employment, or promotion.

Because the Evergreen community is not separate or segregated from the larger society, the campus is not a sanctuary from the general law or invulnerable to the general public interest. The members of the Evergreen

community are therefore obligated to deal with the relationship between the campus and the larger society with a balance of forthrightness and sensitivity, criticism and respect, and an appreciation of the complexities of social change and personal differences.

The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments, and opinions in speech or writing. The members of the community, however, are obligated to make their statements in their own names and not as expressions of the College.

Each member of the College community has the right to organize his own personal life and conduct according to his own values and preferences so long as his actions accord with the general law, are in keeping with agreements voluntarily entered into, evince an

appropriate respect for the rights of others to organize their lives differently, and advance (or at least do not interfere with) the community-wide purpose of more effective learning. In short, Evergreen does not stand *in loco parentis* for its members.

The Conditions of Learning

As a community of people who have come together to learn and to help one another and to learn more effectively, Evergreen's members live under a special set of rights and responsibilities. Foremost among these rights is that of enjoying full freedom to explore the nature and implications of ideas, to generate new ideas, and to discuss their explorations and discoveries in both speech and print without let or hindrance. Both institutional censorship and intolerance by individuals or groups are at variance with this basic freedom. By a similar token, research or other intellectual efforts, the results of which must be kept secret or may be used only for the benefit of a special interest group, also violate the principle of free inquiry.

Serious thought and learning entail privacy. Although human accessibility is a basic value, and although meetings of public significance cannot properly be held in secret, all members of the Evergreen community are entitled to privacy in the College's offices, facilities devoted to educational programs, and housing. The same right of privacy extends to personal papers, confidential records, and personal effects, whether maintained by the individual or by the institution.

All members of the Evergreen community enjoy the right to hold and to participate in public meetings, to post notices on the campus, and to engage in peaceful demonstrations. In order to protect the safety of the community and to respect the equal rights of those who choose not to participate, reasonable and impartially applied rules, following established procedures of governance (See *Governance and Decision-Making at Evergreen),* may be set with respect to time, place, and use of Evergreen facilities in these activities.

Honesty is an essential condition of learning. Honesty includes (although it is not limited to) the presentation of only one's own work in one's own name, the full consideration of evidence and logic even when they contradict a cherished personal point of view, and the recognition—insofar as it is humanly possible—of biases and prejudices in oneself as one strives to become a more effective learner.

Another essential condition of learning is the full freedom and right on the part of individuals and groups to the expression of minority, unpopular, or controversial points of view. If the Evergreen community is to prove valuable to all its members, this right must be especially cherished, particularly when the predominant current of opinion, regardless of its character or its content, runs strong.

Related to this point is the way in which civility is a fundamental condition of learning. Only if minority and unpopular points of view are accorded respect, are listened to, and are given full opportunity for expression will Evergreen provide *bona fide* opportunities for significant learning as opposed to pressures, subtle or overt, to ride the main tides of purely contemporary opinion.

All members of the Evergreen community—students, staff, faculty, administrators, trustees, and all others—are under an obligation to protect the integrity of Evergreen as a community of learners from external and internal attacks, and to prevent the financial, political, or other exploitation of the campus by any individual or group.

Institutional Rights and Obligations

As an institution, Evergreen has the obligation to provide an open forum for the members of its community to present and to debate public issues, to consider the problems of the College, and to serve as a

mechanism of widespread involvement in the life of the community. (See *Governance and Decision-Making at Evergreen*, sections on the College Forum and on the College Sounding Board.)

The College has the obligation to prohibit the use of its name, its finances, and its facilities for commercial purposes.

Evergreen has the right to prohibit individuals and groups who are not members of its community from using its name, its financial or other resources, and its facilities for commercial, religious, or political activities. This right is balanced by an obligation to formulate and to administer its policies in this regard in an even-handed manner.

The College is obligated not to take a position, as an institution, in electoral politics or on public issues except for those matters which directly affect its integrity, the freedom of the members of its community, its financial support, and its educational programs. At the same time, Evergreen has the obligation to support the right of its community's members to engage, as citizens of the larger society, in political affairs, in any way that they may elect within the provision of the general law.

The individual members of the Evergreen community have the responsibility for protecting each other and visitors on campus from physical harm, from personal threats, and from uncivil abuse. Similarly, the institution is obligated, both by principle and by the general law, to protect its property from damage and unau-

thorized use and its operating processes from interruption. At the same time, it also must guarantee the right of the members of its community to be heard at appropriate levels of decision-making with respect to basic matters of policy and other issues of direct concern. As a community, Evergreen, through its governance structures, has both the right and the obligation to establish reasonable standards of conduct for its members in order to safeguard the processes of learning, to provide for the safety of its members, to protect the investment of the people of the State of Washington in its properties, and to insure a suitable respect for the very different tastes and sensibilities of its members. For these reasons, the law empowers the President or his designees to intercede whenever, in his (or their) judgment, a clear and present danger to these concerns exists.

The Issue of Strikes

The strike, including such variant procedures as the boycott and the prolonged demonstration, has been formally institutionalized in industrial society as one means of effecting change. It is recognized as law, has generated its own official personnel, and operates according to relatively common understandings. Because the strike bases itself in adversary rather than collaborative relationships, it is an inappropriate means of seeking change at Evergreen. Nevertheless, an awareness of human frailty and the complexity of our times suggest that, in spite of hopes that strikes will not need to occur within our community, wisdom and prudence call for some relevant concepts and policies from the outset.

As an effective means of demonstrating moral commitment and the courage of one's convictions, a strike entails costs; those who choose to strike must put something of value on the line that they choose to draw. Otherwise, a strike readily degenerates into a kind of hybrid—part party and part parade with little moral or intellectual meaning. It is for this reason that industrial workers do without their pay when they, for explicit purposes, withhold their labor.

Because there is no reason for a campus to enjoy exemptions from these principled conditions, two entailments follow: First, both as an institution and as a community, Evergreen has the right to deny pay and academic credit to its members who participate in strikes. Second, that right is balanced by an obligation to accept legally conducted strikes without dismissing those who participate in them.

Difficulties here are more probable in connection with the denial of credit than with the denial of pay. If

striking students are able to meet their full academic obligations, then the notion of Evergreen as a community of learners argues against their having credit withheld. The judgment of Program Coordinators and of Supervisors of Learning Contracts has a central and basic importance here; but when Program Coordinators and Supervisors of Contracts may also have been involved in a strike, then the question arises of the extent to which their judgment is uncontaminated and of how free they may be from conflicts of interests. Specific and detailed procedures must be developed to cope with these contingencies, but the basic means of arriving at equitable decisions are provided by the sections on adjudication in *Governance and Decision-Making at Evergreen*.

Judicial Action

Although the mechanisms of suit and litigation are obviously essential at Evergreen, they represent the last resort within a viable community. In this social contract among Evergreen's members, our concern is less on governmental and policy-oriented issues, which are covered primarily by *Governance and Decision-Making at Evergreen,* and more on the personal relationships among its members and between various groups, both formal and informal, that may come into existence. In these realms of human relationships, judicial action is a less desirable way of resolving difficulties in a genuine community than are more informal methods of mediation. The processes outlined here touch, therefore, on three levels of conflict-resolution: informal mediation, formal mediation, formal arbitration and enforcement, and, where necessary, a means of appeal.

Informal Mediation

To begin with, it is expected that members of the Evergreen community who come into conflict with one another will make a determined effort to resolve their problems peacefully and quietly by themselves. When unable to work out their differences in this direct fashion, then they may resort to informal mediation in which no records are kept, no formal bodies are convened, and no "law" need be (although it may be) referred to other than the terms of this social contract. By mutual agreement, the parties to a dispute may call in a third party of their own choice to help them; they may request counseling help from some other member of the community; they may invite or accept intervention by one of the Student Facilitators, or they may select a moderator from the Community Service List. These possibilities are not at all exhaustive; the people in conflict can choose any other method that is mutually acceptable to help them clear up their problems

in a peaceful and quiet fashion. The great majority of disputes is expected to find resolution at this informal level, and the obligation of the community is to insure the availability of these kinds of methods.

Formal Mediation

When informal processes fail to produce satisfaction, then the parties to a dispute may, following procedures outlined in *Governance and Decision-Making at Evergreen,* convene a jury from the Community Service List to decide the issue between them. To convene the jury, evidence must be presented that informal efforts at settlement have been tried in a *bona fide* way. The task of the jury is essentially that of mediation; its functions are to resolve a conflict, to provide guidelines for the disputants to consider in their future conduct, and to record its opinion. Although its judgment is final, it has no power to enforce its findings or to penalize the party to the conflict whom it finds at fault if, indeed, it identifies one of the disputants as "wrong" in some sense.

Only if, after such a jury decision, the conflict or dispute flares anew is a Board of Judgment convened, again from the Community Service List, with powers of enforcement and penalty. The Board is bound by the opinion of the preceding jury. Its task is to determine whether that opinion has been violated, to enforce that opinion and to apply suitable penalties when necessary, and to record its action.

Appeal Procedure

If the action by the Board of Judgment is unsatisfactory, then an application for appeal may be entered with the All-Campus Hearing Board. The All-Campus Hearing Board may accept or reject the appeal. If it accepts, then it has the power to review the original opinion of the jury as well as to consider the actions by the Board of Judgment. The only appeal within the institution is by petition to the Board of Trustees. The Board of Trustees may also, on its own motion, review the decision of the All-Campus Hearing Board and affirm, modify, or reverse that decision.

Off-Campus Offenses

There remains the problem of double jurisdiction or the extent to which the Evergreen community may have an appropriate interest in the implications of offenses that are committed outside its own precincts.

This problem is a very real one, but the general principle is that, unless the nature of the offense raises questions about the suitability of the person's membership in the Evergreen community, his payment of penalties exacted by the general law of our society absolves him from paying additional penalties under the rules of the College. This position is consistent with the fact that Evergreen does *not* stand *in loco parentis*. An additional entailment of this stance, however, is that the College cannot properly intervene in behalf of its members if and when they come afoul of the general law. This position in no way precludes, of course, actions by individuals in their own names and on their own responsibility; such actions fall within the inherent rights of citizenship fully recognized by Evergreen.

The question of a general community interest may be raised only when members of the Evergreen community have been *convicted* of off-campus offenses. When, in the light of such a conviction, a member of the Evergreen community believes that the offender has, by the nature of his offense, demonstrated a lack of fitness to continue as a student or an employee of the College, he may request in writing a hearing on the issue by the All-Campus Hearing Board. Initiative rests entirely with the person who is involved.

When hearings are requested, they must, of course, be conducted in public. If the finding of the All-Campus Hearing Board is unsatisfactory, then a petition for appeal may be filed with the Board of Trustees of The Evergreen State College. If the appeal is accepted, then the hearing by the Board of Trustees must be held promptly and in public with its decision being final. In accepting an appeal, the Board may, however, appoint a panel of Hearing Officers to take testimony which the Board will then review in arriving at its decision. On its own motion, the Board of Trustees may also review any decision of the All-Campus Hearing Board and affirm, modify, or reverse that decision.

(Accepted by Trustees and subject to review and change by processes analogous to those which brought it into being on November 18, 1971.)

Special Services · Policies · Procedures

INFORMATION CENTER

Coordinated by the Office of College Relations, Evergreen's Information Center is designed to serve communications needs of the entire academic community as well as those of visitors to campus. The Center is located in the second-floor Reference Section of the College Library and is operated by a full-time staff member and several part-time student assistants. The Information Center publishes the College Calendar of Events; maintains a large master calendar on which additions to or changes in schedules may be made; compiles a daily College Journal which includes up-to-date items of interest; maintains a number of special announcement bulletin boards (campus and community events, study activities, transportation information, etc.); distributes a variety of college publications and documents; provides access to the College computer system through a special terminal; and operates a telephone answering information system.

Essentially, the Information Center provides general information for coordinated community action and helps locate individuals and/or groups "where the action is." The Information Center serves as a "publicizing" arm of the College, rather than as an instrument of investigation and instigation. Its function is one of letting all the left hands know what the right hands are doing at any given moment. The Center actively seeks and disseminates information about the broadest possible range of goings-on within the Evergreen community and, to a lesser extent, the outside world.

The Center is a centralized place *to take* information that requires attention throughout the Evergreen community.

The Center is a centralized place *to go* when any community member wants information about various college activities or wants to know who to ask for answers to questions.

The Center plays a key role in Evergreen's scheme of governance (see Governance and Decision Making Section). Accurate and thorough communication is absolutely essential to the establishment and maintenance of a true community of learners, all of whom have a vital stake in what happens at the College.

The Information Center's operating hours coincide with those of most college business offices, 8 a.m. to 5 p.m., Monday through Friday.

HOUSING

A wide range of housing accommodations is available on campus and in the Olympia area. The College imposes no housing requirements, but will assist in locating accommodations best suited to the student's needs.

On-Campus Housing

On-campus housing includes apartment-type space for 600 students, from single studio rooms to five-person suites. All units are designed to provide living conditions similar to those available in the best private off-campus facilities, and are regulated according to the same principles that apply to off-campus apartment houses to the fullest extent possible.

Responsibility for determination of policies, procedures, contract terms, conditions, and rate schedules rests with the Board of Trustees, which may make modification at its discretion without notice. Rental rates are not changed during the term of any contract. Assignments are normally made on a first come, first served basis; the college may elect to reserve a number of the total spaces available to accommodate students having special needs. Final responsibility for on-campus room assignments rests with the College, but, to the extent possible, student preferences will be honored.

Pets may not be kept in campus housing.

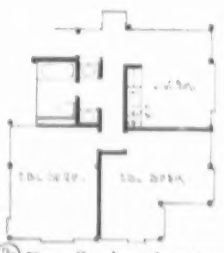
On-Campus Facilities

Campus living accommodations include a high density group with three five-story and one ten-story buildings, and a low density group comprised of 19 apartment duplexes (38 apartments). Seven basic types of residence hall accommodations are available, as indicated in the adjoining diagrams:

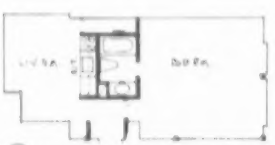
1. Five-student apartment. These units are designed to give each occupant his own bedroom/study room. Roommates share bath and kitchen facilities. Each unit has a comfortable living room. Both the five-story and ten-story buildings include five student apartments. Number of units available: 30 (accommodating 150 students).
2. Four-student apartment, kitchen-dinette. Two students share each bedroom/study room in this two-bedroom unit, which has a separate bathroom, kitchen-dinette and living room. All apartments in the low density group (duplexes) are of this type. Number of units available: 38 (accommodating 152 students).
3. Four-student apartment, efficiency kitchen. Two students share each bedroom/study room in this two-bedroom apartment, which has a separate bathroom and efficiency kitchen connected with the living room. These units are found only in the five-story residence halls. Number of units available: 20 (accommodating 80 students).

HOUSING ACCOMMODATIONS
THE EVERGREEN STATE COLLEGE

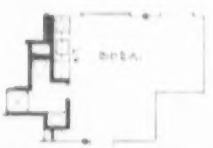
Ⓐ Five Student Apartment



Ⓑ Four Student Apartment



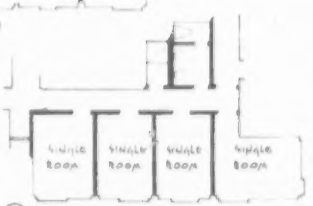
Ⓒ Three Student Apartment



Ⓓ Two Student Apartment

Ⓔ Two Student Studio

Studio occupants have access to community living rooms and kitchens on each floor.



Ⓕ One Student Studio

4. Three-student apartment. Three of these units, each with an over-sized single bedroom/study room, bathroom, and convenient living room-kitchen combination, are located on the top floors o the five-story buildings. In addition, a faculty apartment on the first floor of each of the same buildings has been converted to a three-student apartment, with bedroom, living room, bathroom and kitchen-dining alcove. Total number of units available: 6 (accommodating 18 students).
5. Two-student apartment. Design of these units varies widely. Some have separate bedroom/studies; all have kitchen facilities and bathrooms. Two-student apartments are located in the five-story residence halls. Number of units available: 23 (accommodating 46 students).
6. Two-student studio. Two students share a combination bedroom/study/living room. All have complete bathroom facilities, and access to a community kitchen-lounge. The studios are located in the ten-story structure. Number of units available: 63 (accommodating 126 students).
7. One-student studio. This is the most private unit, with access to bathroom facilities shared with three other one-student studios and to a community kitchen-lounge. The one-student studios are all located in the ten-story building. Number of units available: 28 (accommodating 28 students).

Each living unit on campus is equipped with all items normally found in a furnished apartment: bed frame

and mattress, desk and chair, wardrobe, dresser, supplementary furniture where needed, and all necessary appliances. Individual study lamps are not furnished, nor are personal items such as bath mats, bed linens, blankets, pillows, towels, pots and pans, plates, cups, and eating utensils.

Full coin-operated laundry facilities are available to all occupants. In the high density group, laundry facilities are available on the ground floor of the 10-story building; in the duplex group, a separate laundry building is provided. Mail services are provided in the same location as laundry facilities.

A telephone is located in each apartment with local service provided by the College without charge. The student must, however, accept financial responsibility for all toll calls. Although adequate storage space is available within each apartment, additional rental storage facilities are available within each living group.

At the beginning of each school year, a student Disappearing Task Force (DTF) convenes to review and update the Policies and Procedures pamphlet and the resulting principles become applicable for the duration of the current school year. During the interim period that the DTF is in session, the pamphlet of the preceding year will apply.

As soon as a student is assigned accommodations, a "package" is sent out containing (1) the type of location of the unit assigned, (2) the name(s) and address(es) of roommate(s), if applicable, (3) a copy of

the preceeding year's Housing Policies and Procedures pamphlet, and (4) other housing-related information.

Students have full responsibility for maintaining the appearance and cleanliness of their apartments. Lounges, lobbies, and other common areas are maintained and cleaned by student employees and/or professional custodians.

Students wishing to do their own cooking will find a representative selection of packaged meats, assorted dairy products, condiments, fruits, vegetables, soups, and bakery products on sale in the College Activities Building.

Rental Rates and Deposit for On-Campus Housing

Rental rates are indicated in the Student Accounts section of the catalog. A $50 deposit is required to reserve residence hall space. The deposit is maintained by the Controller during a student's occupancy of his apartment.

Students may now elect a monthly Rental Agreement, or a Quarterly or Annual Lease Agreement. The latter two Agreements are characterized by "discounts" in the standard monthly rental rates.

Off-Campus Housing

Acting as a referral agency, Evergreen's Housing Office maintains a list of privately-owned housing accommodations in and around the Olympia area. Normally, the College does not participate in the negotiation of lease or rental agreements, since these arrangements are considered direct contracts between the student and the landlord. However, to assist those students who wish to live off campus and are unable to locate suitable accommodations, the Director of Housing may, if demand is sufficiently great, directly lease a limited number of apartments off campus for sub-lease to students. The sub-lease apartments will be comparable to those on campus in both type and rental rate; the principal difference is that students who sub-lease off-campus housing from the College must sign a lease for a minimum of four months, contrasted to a 30-day rental agreement for on-campus apartments.

Renter's Rights

To inform students of their rights and obligations as renters, the Director of Housing has prepared a "Renter's Rights Pamphlet," available without charge. The information in the pamphlet applies to students living on campus as well as those living off campus, although it has proven to be of special value to students off campus.

FOOD SERVICE

Located in the College Activities Building, Evergreen's major food service facilities include a cafeteria and related dining rooms. Additional food services are provided through (1) the snack bar and grill in the penthouse of the Library Building, (2) the retail store (delicatessen) in the Activities Building, and (3) a full line of vending machine service throughout the campus. Catering and banquet services can be made available in various on-campus locations when appropriate.

The College contracts with a professional manager to operate all food service facilities. The manager is charged not only with the vital details of food and finance, but also with the intangibles of student satisfaction. In addition to satisfying routine requirements for dining, the food services manager attempts to provide a variety of meals and tries to meet the special

needs or desires of students. Steak or similar special entrees are offered at least once each week. Festive meals are provided periodically during the year. A "natural foods" line is available to interested students and special diets are accommodated when medically required.

Food service is available in the cafeteria on either a contract or cash purchase basis. Neither is required of any student regardless of his place of residence. The contract plan is considerably less expensive than direct purchase. Costs of both cash and contract service are included in the Fees and Charges section of this catalog.

The food service operation represents a good source of student employment opportunities; many of the scheduled working hours for food service are filled by student employees. Students interested in working in food service operations should contact the College Director of Financial Aid and Placement.

All aspects of the food service operation are subject to constant input, criticism and modification through a food committee having a majority of students. Any student wishing to participate should contact the Director of Auxiliary Enterprises.

BOOKSTORE

The Bookstore (in the College Activities Building) serves the College, and indeed the community, with a basic and stimulating selection of books that not only keeps pace with, but is even a bit ahead of the demand. By bringing the best of new and time-tried selections to the store shelves—including selections for each field of study—the bookstore has a constructive influence on student interest in books.

MAIL SERVICE

Student mail is delivered by the Post Office to the Residence Halls in bulk six days a week. Mail is then distributed to individual mail boxes by campus Mail Service. U.S. Postal Mail drops are centrally located on the college campus for individual outgoing mail. Students should make sure all their correspondents are notified of their correct mailing addresses, to include residence halls, room number and The Evergreen State College zip code, 98505.

Stamps, parcel mailing, certification, etc., are available from a self-service postal unit located in the Activities Building.

The college cannot accept financial responsibility for receiving and storage of personal belongings for students; therefore, arrangements should be made for storage, if it is necessary, with a local shipping agency or some other local address.

STUDENT ACCOUNTS / POLICIES AND PROCEDURES

Student Classification

Resident and Non-resident Status

The term "resident student" means one who has had a domicile in the State of Washington for the period of one year immediately prior to the first day of a quarter for other than educational purposes; a dependent son, daughter, or spouse of a federal employee residing within the State; or a dependent son, daughter, or spouse of a staff member of the College. All others are considered non-resident students.

Part-time and Full-time Status

(For Tuition and Fee Calculation)

For purposes of payment of tuition and fees, the term "part-time student" means one who is enrolled for one Evergreen unit of credit. The term "full-time student," for tuition and fee purposes, means one who is enrolled for either two or three units. Determination of part-time or full-time status for fee calculation will be made during registration, and may not be changed after the sixth day of instruction of the quarter. (See "Academic Offerings: Full-Time and Part-Time Status").

Tuition, Incidental Fees, and Other Charges

Application Fee

A $15 application fee is required of all applicants prior to consideration for admission. This fee is a one-time payment, and is not refundable nor applicable to the payment of any other charges.

Advance Deposit

An advance deposit of $50 ($20 for part-time) is required within 30 days after notification of acceptance is received from the Office of Admissions. Payment will reserve enrollment, on a first-come, first-served basis. This deposit will be forfeited if the student does not register for the quarter admitted. If the student completes registration but withdraws after the tenth day of instruction, he is eligible for a full refund of his advance deposit, minus any outstanding debts owed to

the College. The advance deposit is not applied toward payment of tuition, but is maintained as a deposit in the student's account and continues to reserve an enrollment position through succeeding quarters until he graduates or otherwise withdraws. The advance deposit is refunded when a student withdraws from Evergreen.

Exit Interview

Withdrawals are never blocked. However, for three reasons, the College asks that withdrawal be accomplished through an interview: First, if withdrawal is made necessary because of difficulties that Evergreen can help to relieve, the possibility of that help should at least be noted. Second, the College's resources for counseling and information should be available, if the student wants to use them, as he acts upon his decision to leave the campus and as he considers the next stages of his experiences. Finally, if Evergreen is to provide a supportive and genuinely educative environment, it must be kept apprised of how effectively it meets students' needs. At the conclusion of the interview, the advance deposit is refunded, less any outstanding debts to the College.

Tuition and Fees

Fee calculations are based on three student status indicators using the rates contained in the Student Accounts/Fee and Charges section of this Catalog: (1) State residency, (2) academic load (full-time, part-time), (3) Vietnam veteran. These indicators are established, and may be adjusted only by the Registrar.

Student Health Insurance

The College, through a contract with a private insurance carrier, offers a comprehensive medical insurance plan for all enrolled students. Limited on-campus medical facilities during Evergreen's early years make this coverage advantageous for students not otherwise insured against health risks. Coverage under the plan for new students is automatic unless waived by the student. Failure to waive coverage prior to or during check-in creates a non-cancellable quarterly contract. Students with eligible dependents may make arrangements, if desired, through the Student Accounts Office for expansion of the insurance to cover those dependents.

Parking

Parking facilities adjacent to the academic plaza and residence halls are available to students and visitors. Student vehicles may be operated on campus under the following conditions: (1) permits are purchased, and (2) campus traffic and parking regulations are observed. Every vehicle parked on campus grounds during regular working hours, or parked in residence hall parking areas at any time, must display a parking permit. Parking permits may be purchased on a daily, monthly, quarterly, or yearly basis at the Cashier's Office on the first floor of the Library.

Student Identification Cards

Identification cards will be made available to all students without charge at the time of enrollment. A $5 charge will be levied for replacement of lost cards.

Billing and Payment Procedures

The student accounts system assembles all financial information, both charges and credits, for each student and prepares a monthly statement of account. This makes it possible for each student to submit a single check for tuition and fees, housing, food service, and other charges by mail or night depository in the lobby of the first floor of the Library Building. The Cashier's Office is open from 9:00 a.m. to 12:30 p.m., and from 1:00 p.m. to 4:30 p.m., Monday through Friday, to accept payments in person, particularly when payment is made with cash.

Tuition and fees are billed on a quarterly basis regardless of the content or length of a student's academic program. Bills are prepared and mailed well in advance of required payment dates; however, the mobility of students often results in bills not arriving or arriving too late to meet the deadlines. Students should be aware of payment schedules and of the fact that the bill is for their convenience. Students are responsible for making satisfactory arrangements to pay bills within the specified time limits. Failure to pay tuition and fees as scheduled will result in disenrollment.

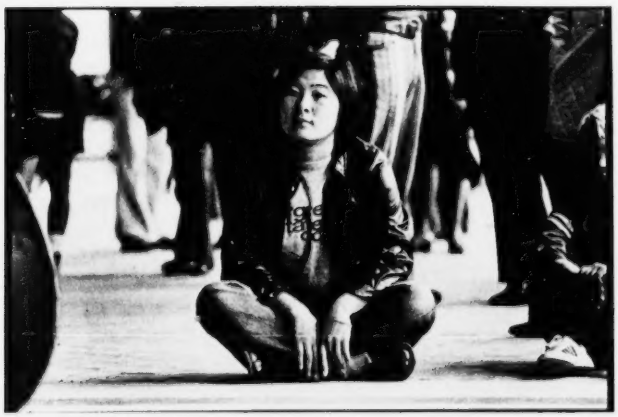
Other charges and related fees will be billed on a monthly basis as they arise. Failure to pay charges other than the tuition and fees will not be cause for disenrollment. Such failure may, however, result in other action such as eviction from College-owned housing, cancellation of insurance eligibility, or revocation of such other licenses as may have been granted.

Policies and fees are subject to change at the discretion of the Board of Trustees.

All checks must be made payable to The Evergreen State College and delivered to the Office of the Controller.

Refunds / Appeals

No refund of tuition and fees will be allowed except for withdrawal under the following conditions: (1) death or serious accident or illness in the immediate family, (2) military draft call or reserve call-up, (3) other unavoidable or unforeseeable circumstances, after review. If a refund is appropriate and authorized, and if the student withdraws from the College prior to the sixth day of instruction of the quarter, tuition and fees will be refunded in full. If a refund has been authorized and the student withdraws on or after the sixth day of instruction, but before the thirty-first calendar day, one-half of tuition and fees will be refunded. If the student withdraws after thirty calendar days, no refund can be allowed. Objections to the application of any financial policy or charge may be presented to a fee refund review panel consisting of one faculty member, one student, and one staff member. Appeals to this panel must be presented in writing to the Student Accounts Office. The panel meets routinely once a week during the academic year, and may grant exceptions to specific policy applications based on institutional error, or any of the three reasons listed in the preceding paragraph.



Financial Aid Disbursements

Financial aid awards are made by the Office of Financial Aid. The amounts, types, and conditions are transmitted to the Student Accounts Office for accounting and disbursing. All financial aid, with the exception of short-term emergency loans, is distributed quarterly to coincide with the assessment of tuition and fees. Because financial aid is designed primarily to pay direct expenses of going to college, all outstanding charges at the time of distribution are deducted from the quarterly award, and any balance of the aid is paid to the student. The exception to this policy is on-campus work/study programs for which funds are distributed through the payroll system. The balance of aid, if any, will usually be available for disbursement to the student at the Student Accounts Office, upon presentation of proper identification, during the first week of instruction.

Housing

Billing and Payment

Students occupying on-campus residential units will be billed for rental at the beginning of each month. The charges will be included on the regular student accounts statement.

The rental agreement for housing is based on month-to-month tenancy. Rent is due and payable in advance. Written notice of intention to vacate on-campus housing must be received in the Housing Office no later than the first day of the final calendar month of occupancy.

Housing Deposit

A housing deposit is required to reserve on-campus living accommodations and to offset any assessed damages. Payment of the deposit will reserve residence hall accommodations on a first-come, first-served basis, except for units reserved by the college to accommodate students with special needs. The deposit may be refunded only in the event that the student provides written notice to the Housing Office at least 45 days prior to the date for which the living accommodation has been reserved that he wishes to cancel his reservation. If a cancellation notice is received less than 45 days before the reservation date, the student will forfeit the full deposit.

Food Service

Contract food service (the boarding plan) at Evergreen is open to all students, whether or not they reside on campus. The boarding plan provides 15 meals, three meals each weekday. In addition, casual or cash sales meals are available to students and guests at a fixed per meal rate.

Contract food service is available on a month-to-month basis, with charges due and payable in advance. The food service contract may be cancelled by 30-day written notice. Students should carefully study the anticipated costs of food service set out in the section entitled "Student Accounts/Fees and Charges." Experience indicates that in virtually every case, the low cost and convenience of the boarding plan is the superior alternative except for those students who prepare a majority of their own meals.

STUDENT ACCOUNTS/FEES AND CHARGES

Actual charges that will be made during the 1973-74 school year for tuition and fees, housing, food services, and other categories of student expense are not known at this time. Categories and rates listed in the following tables are based on charges *in effect during Fall Quarter, 1972*. Additions, deletions, or adjustments may be made prior to Fall Quarter, 1973 and will be noted in material which supplements this publication.

Schedule of Tuition and Fees

Resident—Full-time student, per quarter	$165.00
Resident—Vietnam veteran—Full-time student, per quarter	120.00
Nonresident—Full-time student, per quarter	453.00
Resident—Part-time student, per quarter	115.00
Nonresident—Part-time student, per quarter	115.00

Application Fee and Advance Deposit

Application Fee	15.00
Advanced Deposit—Full-time	50.00
Advanced Deposit—Part-time	20.00

Miscellaneous Fees

Replacement of Student Identification	5.00

Other Charges

Student Health Insurance

Student only, per quarter	10.37
Student and dependents, per quarter	31.64

Vehicle Parking

	Automobiles	Motorcycles and Scooters
Daily	$ 0.25	$ 0.25
Monthly	5.00	2.50
Quarterly	10.00	5.00
Yearly	30.00	15.00

On-Campus Housing

Residence Halls accommodations, per month, each occupant:	
Four-student apartment, duplex units	$70.00
Five-student apartment	68.00
Two-, three-, or four-student apartment, or one-student studio room	66.00
Two-student studio room	64.00
Housing Deposit	50.00

Food Service

(The contract is renegotiated annually; therefore the following rates are exemplary only and subject to change.)

Contract Plan:	
15-meal boarding plan, per student, per week	$12.00
Casual or Cash Plan: (Rates per meal):	
Breakfast	$ 1.00
Lunch	1.25
Dinner	1.75
Brunch (Saturday and Sunday)	1.25
Dinner (Saturday and Sunday)	1.75
Special Monthly Festive Meals	2.00
Average cost of cash plan, per student, per week	$26.00

Summary of Estimated Quarterly Expenses

	Resident	Nonresident
1. Prior to or during first quarter only:		
Application Fee	$15.00	$15.00
Advance Deposit	50.00	50.00
Housing Deposit	50.00	50.00
2. Direct Education Costs:		
Tuition and Fees	$165.00	$453.00
Books and Supplies (estimate)	50.00	50.00
Miscellaneous Fees and Charges	25.00	25.00
3. Related Costs:		
	Resident	Nonresident
Housing (average)	$190.00	$190.00
Meals (contract plan)	132.00	132.00
4. Other Expenses:		
Personal (estimate)	135.00	135.00
Insurance (optional)	10.37	10.37
Car (estimate)	65.00	65.00

Summary of Estimated Academic Year Expenses

For the 1973-74 academic year at Evergreen, a single resident student, without a car, living in College housing, using the boarding plan, can reasonably expect to spend $2,136 on his education as follows:

Tuition and Fees	$495.00
Books and Related Supplies	150.00
Miscellaneous Fees and Charges	75.00
Housing and Meals	966.00
Personal Expenditures	400.00
Travel to and from home	50.00
Total estimated expenses for 3 quarters, 1973-74	$2,136.00

USING COLLEGE PREMISES AND FACILITIES

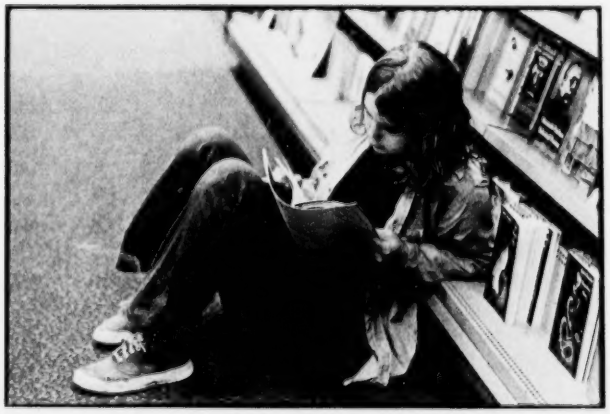
The Evergreen State College is a public agency, owned and operated by the State of Washington and subject to the laws of the state and of Thurston County. Its policies must therefore be consistent with the law and reflect the responsible management of a very large public investment. At the same time, the institution's public character means explicitly that it exists for the benefit of Washington's citizens. To discharge its obligations and to insure the effective use of its facilities, the College must operate under some simple rules.

Using College Premises. Individuals or organizations may use Evergreen's premises and facilities for purposes other than those integral to the College's educational programs if (a) the individuals or organizations are eligible to use them, (b) suitable space is available at the time requested, and (c) appropriate procedures are followed to insure that necessary arrangements are made for preparing the space to be used and that conflicts will not arise over the use of space or equipment. In all cases, a person must identify himself as responsible for the fulfillment of all agreements made about the use of College quarters and facilities.

To apply for the scheduling of a special event or the appearance of an outside speaker, interested parties must see the Director of College Activities. Reservations for space and facilities are made through the Director of Facilities Planning. Space and facilities are assigned on the basis of the following priorities: (1) Evergreen's regular instructional and research

programs, (2) major all-College events, (3) events related to the special interests of particular groups of students, faculty, or staff members, (4) alumni-sponsored events, (5) events sponsored by individuals or organizations outside the College. Unless previously authorized in writing, an admission fee may not be charged or contributions solicited at any meeting or event on Evergreen's campus.

Alcoholic Beverages. Following state and local law, alcoholic beverages may not be served at campus events unless a banquet permit has been obtained from the Liquor Control Board. Under the same authority, it is unlawful to possess, serve, or consume alcoholic beverages "in a public place." All the academic buildings, the exterior campus, and the corridors and lounges of Evergreen's residence halls are "public places" by this definition. The drinking or possession of any alcoholic beverage, including beer, anywhere within these areas, then, is legally off limits.



The one exception is the rooms assigned as dwelling places in the residence halls and residential modular units. These places are homes, and drinking is legally permissible if one is 21 years of age. If a student or other person is less than 21, then his drinking—or his being served an alcoholic drink—violates the laws of the state.

The whole matter of alcohol on campus challenges our capacity to govern ourselves. If we fail to do so responsibly, we invite intrusions from outside our own community.

Firearms. The same point applies to the possession of firearms on campus. There is no reason to have them in an educational institution. If, for convenience, hunters want to bring shotguns or rifles with them to make a trip home unnecessary as appropriate seasons come around, then they may check their weapons with the Security Office. Provisions have been made there to keep guns safely and to return them to their owners at suitable times. Handguns never seem to be proper possessions in a college environment. If they are brought to Evergreen, they must be checked with the Security Office in the same way that rifles, shotguns, and other firearms must be checked. A special explanation in writing, however, must be filed in the cases of pistols, automatics, or similar weapons.

Any one in possession of an unchecked firearm at Evergreen must be regarded as violating a basic principle of educational living and is subject to immediate expulsion.

SAFETY

Smoking

Smoking is prohibited in areas marked "No Smoking" and in unmarked offices, seminar rooms or other areas when abstinence is requested by the person in charge. Where smoking is permitted, please use ashtrays.

Parking

Motor vehicles may be parked only in posted lots. Parking in or alongside roadways is hazardous and prohibited. Illegally parked vehicles will be towed away at the expense of the vehicle driver.

Traffic Regulations

Maximum campus speed, other than on the Parkway, is 25 miles per hour. Lower limits are indicated by signs where required. Drivers must obey all posted traffic signs on the campus.

Emergency Services

First aid and ambulance services are provided by the McLane Campus Fire Department 24 hours per day, seven days per week.

SECURITY

Security Office

Evergreen Security personnel, recognizing that people have different needs, experiences, and outlooks, perform their duties with respect for individual beliefs, rights, and freedoms. Their main concern is serving the campus community and attending to the welfare and protection of students, staff, and faculty.

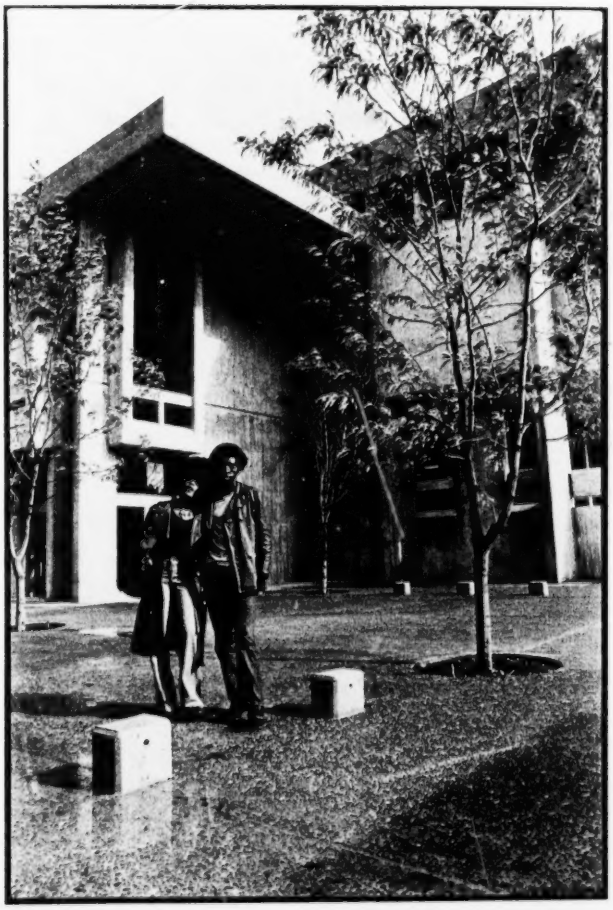
The working body of the Security Office is made up of non-uniformed officers and students trained in techniques for handling problems of human interaction as well as those involving breaches of the College's Social Contract and regulations, and state laws.

In short, Security's main objective is to do all it can to help the Evergreen community function smoothly.

The Security Office issues all parking permits. Keys to all buildings, except the Residence Halls, will be issued by the Security Office when issuance is authorized.

Personal Property

The College cannot assume responsibility for the loss of personal property in buildings or on the campus, regardless of the reason for the loss.



Who We Are

THE BOARD OF TRUSTEES

Trueman L. Schmidt, Olympia, Chairman
Halvor M. Halvorson, Spokane
Al E. Saunders, Tacoma
Janet Tourtellotte, Seattle
Herbert D. Hadley, Longview

President: Charles J. McCann
Vice President and Provost: David G. Barry
Executive Vice President: Edward Joseph Shoben, Jr.
Vice President for Business: Dean E. Clabaugh

ACADEMIC AND PROFESSIONAL STAFF

Aldridge, Bill; Member of the Faculty (Sociology and Education)

Alexander, Richard W.; Member of the Faculty (English and literature)

Allen, Nancy; Member of the Faculty (Literature and language—Spanish)

Anderson, Lee R.; Member of the Faculty (Physical Science)

Anderson, Richard; Member of the Faculty (Law)

Arguelles, Jose; Member of the Faculty (Art History)

Barclay, Esther; Member of the Faculty (Education Learning Resources)

Barnard, W. Robert; Member of the Faculty (Chemistry)

Barry, David G.; Vice President and Provost and Member of the Faculty (Biology)

Beck, Gordon; Member of the Faculty (Cinema Arts)

Beug, Michael; Member of the Faculty (Chemistry)

Brian, Richard B.; Member of the Faculty (Mathematics)

Briscoe, Dorothy L.; Chief of Library User Services

Brown, David W.; Director of Admissions

Burke, Gerald; Director of Housing

Cable, Carie Lynn; Member of the Faculty (Anthropology)

Cadwallader, Mervyn; Academic Dean and Member of the Faculty (Sociology)

Carnahan, David J.; Associate Dean of Library Services

Carr, Robert L.; Director, Office of Interinstitutional Business Studies

Cellarius, Richard; Member of the Faculty (Biochemistry, Plant Physiology)

Chan, Donald; Member of the Faculty (Music)

Chang, Daniel; Member of the Faculty (Mathematics and Engineering-Learning Resources)

Clabaugh, Dean E.; Vice President for Business

Cook, Sherburne; Science Program Coordinator

Cornish, Texas; Utilities Production Manager

Costello, Carol; Information Center Coordinator

Crowe, Beryl; Member of the Faculty (Political Science)

Curtz, Thaddeus, Jr.; Member of the faculty (Literature)

Cushing, Diana; Counseling Psychologist

Daugherty, Francis Leo; Member of the Faculty (English Language and Literature)

Daum, Ida; Member of the Faculty (Physical Anthropology)

Davies, Charles H.; Electronic Media Producer and Member of the Faculty (Media-Specialist)

Delgado, Medard; Member of the Faculty (Psychology and Minority Ethnic Studies)

Dickinson, Margaret; Member of the Faculty (Art)

Dobbs, Carolyn; Member of the Faculty (Urban Planning)

Doerksen, Arnold; Purchasing Agent

Donohue, Kenneth; Director of Cooperative Education

Dorsey, Edwina; Head Nurse, Health Services

Eickstaedt, Lawrence L.; Member of the Faculty (Biology)

Elbow, Peter; Member of the Faculty (Literature)

Eldridge, Lester W.; Director of Financial Aid and Placement

Esquivel, A. Cruz; Member of the Faculty (Philosophy)

Estes, Betty; Member of the Faculty (History of Science)

Estrada, Antonio; Admissions Counselor

Filmer, Robert; Member of the Faculty (Applied Science and Technology)

Flory, Cecil E.; Library Project Production Director

Foote, Thomas; Member of the Faculty (Education/Journalism)

Fox, Russell; Member of the Faculty (Urban Planning)

Gallup, Howard; Visiting Member of the Faculty (Psychology), March-June, 1973

Gerstl, Theodore; Member of the Faculty (Applied Behavioral Science)

Gottlieb, Robert; Member of the Faculty (Music)

Greenhut, Bonnie; Member of the Faculty (Psychology)

Gulden, James; Member of the Faculty (Education)

A riddle
or the cricket's cry
is to doubt
a fit reply.

• William Blake : AUGURIES OF INNOCENCE •

Guttman, Burton S.; Member of the Faculty (Biology)

Hahn, Jeanne; Member of the Faculty (Political Science)

Hanfman, Andrew; Member of the Faculty (Language Studies; Russian/Soviet area studies)

Harding, Philip; Member of the Faculty (Architecture)

Herman, Steven; Member of the Faculty (Biology)

Hillaire, Mary Ellen; Member of the Faculty (Sociology and Social Work)

Hirzel, Woody; Photo-Media Specialist

Hitchens, David L.; Member of the Faculty (History)

Hoffman, Ron A.; Director of Business Services

Holly, James; Dean of Library Services

Hubbard, Connie; Artist-Illustrator

Humphrey, Donald G.; Academic Dean and Member of the Faculty (Biology)

Humphreys, Willard C., Jr.; Member of the Faculty (Philosophy)

Hunter, Sally; Admissions Counselor

Ingram, Winifred; Member of the Faculty (Psychology)

Johanson, Bernard; Member of the Faculty (Dance—part-time)

Johnson, James O.; Systems Analyst

Johnson, Karl N. (Norm); Administrative Architect

Jones, Richard M.; Member of the Faculty (Psychology)

Kahan, Linda B.; Member of the Faculty (Biology)

Kelly, Jeffrey; Member of the Faculty (Biochemistry)

Kenworthy, William; Food Services Manager (ARA Slater)

Klyn, Stan; Member of the Faculty (Arts-Engineering)

Knapp, Robert; Member of the Faculty (Physics)

Kormondy, Edward; Interim Dean and Member of the Faculty (Biology and Ecology)

Kutter, Elizabeth; Member of the Faculty (Biophysics)

Kutter, G. Siegfried; Member of the Faculty (Astrophysics)

Lampert, Francita; Member of the Faculty (Art)

Larson, Eric; Member of the Faculty (Anthropology)

Leisenring, Albert; Member of the Faculty (Mathematics)

Levensky, Mark; Member of the Faculty (Philosophy)

Long, James; Coordinator, Cooperative Education

Lyons, Charles; Member of the Faculty (Mathematics)

Marr, David; Member of the Faculty (Literature, American Studies)

Marrom, Rod; Security Supervisor

Marsh, Paul; Member of the Faculty (International Relations)

Martin, S. Rudolph, Jr.; Member of the Faculty (English)

Matheny-White, Patricia; Head of Library Technical Services

McCann, Charles J.; President and Member of the Faculty (English)

McCarty, Doris L.; Bookstore Manager

McNeil, Earle; Member of the Faculty (Sociology)

Milne, David; Member of the Faculty (Biology)

Mimms, Maxine; Member of the Faculty (Social Science)

Moss, John T.; Student Accounts Supervisor

Nathan, Richard C.; Admissions Counselor

Nelson, Mary; Member of the Faculty (Art-Minority Studies)

Nichols, Dick; Director of Information Services and Publications

Nisbet, Charles; Member of the Faculty (Economics)

Olexa, Carol; Member of the Faculty (Sociology)

Olson, Harry F.; Supervisor of Building Maintenance

Pailthorp, Charles; Member of the Faculty (Philosophy)

Papworth, Mark; Member of the Faculty (Anthropology)

Parry, Donald S.; Director of Plant Operations

Parson, Willie; Member of the Faculty (Biology)

Patterson, Lynn; Member of the Faculty (Anthropology)

Peffer, Lou-Ellen; Director of Resident Activity

Peterson, David; Member of the Faculty (Human Biology / Medicine) and College Physician

Phare, Darrell; Member of the Faculty (Education and Minority Studies)

Phipps, William A.; Administrative Architect

Portnoff, Gregory; Member of the Faculty (Psychology)

Powell, David; Member of the Faculty (Literature)

Prentice, Judy; Information Officer II

Rainey, Thomas; Member of the Faculty (History)

Riggins, Stephen; Member of the Faculty (Psychology-Learning Resources)

Romero, Jacob; Member of the Faculty (Applied Science)

Royse, Chester; Member of the Faculty (Earth Science)

Saari, Albin; Chief of Media Engineering Services

Salcedo, Gilbert G.; Member of the Faculty (History)

Sampson, Ralf; Materiel and Distribution Manager

Schillinger, Jerry L.; Director of Facilities Planning

Shoben, Edward Joseph, Jr.; Executive Vice President and Member of the Faculty (Clinical Psychology)

Sinclair, Leon (Pete); Member of the Faculty (Literature)

Skov, Niels; Member of the Faculty (Oceanography)

Sluss, Robert; Member of the Faculty (Biology)

Smith, LeRoi; Member of the Faculty (Psychology)

Smith, Perrin; Registrar

Smith, Susan; Head of Library Circulation

Smith, William L.; Financial Aid and Placement Counselor

Soule, Oscar; Associate Dean and Member of the Faculty (Biology)

Sparks, Paul; Member of the Faculty (Art and Photography)

Spence, Alan; Accounting Supervisor

Spence, Carol; Member of the Faculty (Psychology)

Spivey, James; Coordinator of Printing Services

Steilberg, Peter, Jr.; Director of Recreation and Campus Activities

Stenberg, Larry R.; Dean, Division of Developmental Services

Stepherson, Lemuel A.; Director of Counseling Services

Stilson, Malcolm; Documents-Serials Librarian

Strecker, Robert; Plant Engineer

Syversen, Karin; Member of the Faculty (Literature)

Tabbutt, Frederick; Member of the Faculty (Physical Sciences)

Taylor, Nancy; Member of the Faculty (History and Education)

Taylor, Peter; Member of the Faculty (Oceanography)

Teske, Charles B.; Academic Dean and Member of the Faculty (English)

Thompson, Kirk; Member of the Faculty (Political Science)

Unsoeld, William F.; Member of the Faculty (Philosophy)

Webb, E. Jackson; Member of the Faculty (English)

White, Sidney D.; Member of the Faculty (Art)

Wiedemann, Alfred M.; Member of the Faculty (Biology)

Wilder, Ainara; Member of the Faculty (Theater and Drama)

Winden, William; Member of the Faculty (Music)

Winkley, Kenneth; Controller

Woodbury, Ronald; Member of the Faculty (History)

Young, Frederick H.; Member of the Faculty (Mathematics)

Younquist, Diann O.; Director of Personnel

Youtz, Byron L.; Member of the Faculty (Physics)

Designed by Connie Hubbard
Photographs by Stu Tilger,
Craig Hickman and
Kirk Thompson
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